

6-1986

75th Anniversary: Selected Features of College Growth and Development During the Last 25 Years 1961-1986,

Charles C. Larson

SUNY College of Environmental Science and Forestry

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TO

Dr. H. H. Payne

SCHOOL OF FORESTRY

STATE UNIVERSITY OF NEW YORK

COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY

SYRACUSE, NEW YORK 13210

PHONE _____

SUBJECT

ESF History, 1961-84

DATE

Aug 1, 1986

MESSAGE

Harry:

Attached is the final draft of my review of selected features of College growth and development over the past 25 years. The draft will need a final typing for publication, since I've had to make some minor typo corrections in ink.

I am not sure how much of the Appendix materials should be included and would welcome an opportunity to discuss this with you. One of my reviewers questioned the inclusion of the long list of College Capital Construction projects.

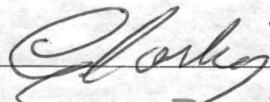
I shall be out of the city from Aug. 8 thru 25. Hereafter you can reach me at my home, 446-4544.

TO

DATE

REPLY

Signed



Reply Message

Preface

The year 1986 marks the 75th Anniversary of the State University of New York College of Environmental Science and Forestry, which was established initially as the New York State College of Forestry at Syracuse University effective July 28, 1911. Comprehensive historical reviews covering the development of the College have been set forth in two reports published in commemoration of its 25th and 50th anniversaries. They are: A History of the New York State College of Forestry at Syracuse University: 1911-1936, edited by Raymond J. Hoyle and Laurie D. Cox; and Forestry College: Essays on the Growth and Development of New York State's College of Forestry, 1911-1961, edited by George R. Armstrong and Marvin W. Kranz and published by the Alumni Association of the College.

In the pages that follow, selected features of the College's growth and development during the 25-year period from 1961 to 1986 are reviewed. The material presented is for less complete in its treatment of College history than the reports cited above. Prepared primarily for presentation at the Opening Convocation in celebration of the College's 75th Anniversary held January 24, 1986, the treatise necessarily had to be brief and selective in its coverage.

The principal source of most of the information presented in this paper are the annual reports submitted to the College Board of Trustees by the Chief Administrative Officer of the College from 1961 to 1986. Having served as a Member of the professional staff of the College in both academic and administrative positions from 1950 to his retirement in 1983, the writer drew also upon his

personal knowledge of College developments and events during this period, as well as upon that of contemporary professional colleagues. Information presented relating to College history prior to 1961 was drawn largely from the reports edited by Hoyle and Armstrong cited above.

A draft of this document was reviewed by Dean Emeritus Edwin C. Jahn, Dr. Robert A. Zabel, Dr. John V. Berglund, and Dr. Harrison H. Payne. Their comments were most helpful in the revision and are deeply appreciated. Acknowledgement is also due Vice President David G. Anderson and his associates in Administration and Services for compiling the basic data presented relating to College financing, staffing, student enrollments, and the like. Finally, deep appreciation is extended to Shirley A. Farricy, secretary, for her generous contributions to the preparation of the manuscript.

Charles C. Larson

Syracuse, N.Y.

June 15, 1986

State University of New York
College of Environmental Science and Forestry
at Syracuse University

75TH ANNIVERSARY

Selected Features of College Growth
and Development During the Last 25 Years
1961-1986

by

Charles C. Larson
Professor Emeritus

Syracuse, New York
June, 1986

TABLE OF CONTENTS

Preface	i
INTRODUCTION	1
The College at age 50	2
College Leadership to age 50	7
LOOKING BEYOND AGE 50	10
College Mission	11
College Obligations	12
College Goals	13
Planning	17
THE FINAL SHIRLEY YEARS; RAPID GROWTH	22
Facilities Expansion	22
Program Development	26
Evaluation and Accreditation Review	29
Curricula Revision	31
New Programs and Improvements	36
World Forestry	37
Student Enrollment	42
College Reorganization	43
RETIREMENT OF DEAN SHIRLEY	45
THE JAHN YEARS: STABILITY	48
Faculty Governance	51
Student Unrest and Security	54
Financial Support	56
THE APPOINTMENT OF A PRESIDENT	57
THE PALMER YEARS: A BROADENED MISSION	60
Environmentalizing the College	61
Forestry and the Environment	62
Reorganization of the College	64
A New Mission	66
The New Synthesis	70
Other Organizational Changes	71
Program Development	75
Curricula Revision	75
New Instructional Programs	78
Research	79
Continuing Education and Public Service	81
International Activities	82
Student Enrollment	84
Financial Support	86
The Palmer Years in Retrospect	87

Table of Contents, cont'd.

RETIREMENT OF PRESIDENT PALMER AND THE SEARCH FOR A SUCCESSOR	90
THE COLLEGE UNDER PRESIDENT WHALEY	91
College Reorganization	92
The College at age 75	94
APPENDICES	98

INTRODUCTION

The State University of New York, College of Environmental Science and Forestry was established initially as the New York State College of Forestry at Syracuse University by State Legislative and Executive action effective July 28, 1911. When the College began operations that fall semester, it had an enrollment of 52 students, a staff consisting of an Acting Dean and two faculty members, no clerical personnel and no established program of instruction, research or public service. Its quarters were located in the basement of Syracuse University's Lyman Hall of Natural Sciences and consisted of two small classrooms and two former stockrooms that had been converted to offices. While the state had generously appropriated \$55,000 for support of the College during its first fiscal year, only \$15,000 of this was available to cover faculty salaries and the purchase of books, professional instruments and equipment, and other necessary supplies. The balance of the funds, or \$40,000, was restricted to the acquisition of land and other properties.

The College at Age 50

From this humble beginning, the College grew and prospered. Upon reaching its 50th year in 1961, it could look back with justifiable pride on what it had accomplished and what it had become.

It had educated and granted degrees to 4,087 students, 790 of them at the graduate level, and awarded Certificates to 1,431 technicians trained at its Ranger School.

It had achieved a position of leadership in forestry education and research that was widely recognized throughout the world. Nearly half (46 percent) of its graduate student body and most of its postdoctoral fellows were from abroad, representing upwards of 20 nationalities.

It long had enjoyed the distinction of having developed and applied the most comprehensive approach to forest resources education and research in the nation. Undergraduate instruction was offered under five broad curricula: General Forestry, Pulp and Paper Technology, Wood Products Engineering, Wood Chemistry and Landscape Architecture. All of these represented or had evolved from departmental areas of expertise that had been introduced by Hugh P. Baker, the first Dean of the College. However, by 1961, the curricula had been expanded to include opportunity for minor specialization within 11 optional areas; namely, Biological Sciences (Botany, Entomology, Zoology), Forest Management, Forest Measurements, Social Sciences, World Forestry, Pulp and Paper, Plastics, Wood Products Manufacturing and Marketing, Wood Science, Wood Chemistry, and Plant Biochemistry.

At the graduate level, education was provided leading to the degrees Master of Science, Master of Forestry, Master of Landscape Architecture, and Doctor of Philosophy and was offered within ten departmental fields of specialization; namely Forest Botany and Pathology, Entomology, Zoology, Forest Management, Forestry Economics, Silviculture, Landscape Architecture, Forest Chemistry, Pulp and Paper Technology, and Wood Products Engineering.

From a study of wood use by New York State industry initiated by Dean Baker in 1912, its research program had grown into a major activity comprising an integral part of the work of departmental faculty and the full-time efforts of three special institutes and a research staff consisting of 21 specialists and a dozen or more technicians. In addition, 11 post doctoral fellows, 49 graduate assistants and upwards of 40 students employed part time were supported by research funds and contributed significantly to the overall research program of the institution.

In the area of public service, its activities had expanded beyond the State of New York to include national and international service. Through its Department of Forest Extension and a field office located at Saranac Lake in the Adirondack Region, an extensive program of public education was in force involving public lectures, conferences, short courses, radio broadcasts, films, newspaper releases, exhibits, and the distribution of printed materials to inform citizens of the work of the College and to provide technical information of particular interest to landowners and industries directly concerned with the management and use of the forest resource.

At the international level, the College was completing its fourth year of participation, first year as contractor, in an assistance project sponsored by the U.S. International Cooperation Administration to aid the University of the Philippines in the rehabilitation and modernization of its College of Forestry. Seven members of the faculty had served or were serving assignments ranging from 18 months to three years in residence at the Philippine College under this project. In addition, numerous faculty were active participants in various international scientific and professional organizations, and the Dean of the College, Dr. Hardy L. Shirley, was serving as Chairman of the panel on Forestry Education of the Food and Agriculture Organization of the United Nations. Dr. Shirley was keenly interested in world forestry and attached considerable importance to developing this dimension of College activity.

Student enrollment in the College was again on the rise, following almost a decade of restrictions on undergraduate admissions due to inadequate space. With the influx of veterans immediately after World War II, enrollments had surged to an all-time high of 865, inclusive of 65 graduates and 55 Ranger School technicians in 1948.

As soon as the war veterans were accommodated, undergraduate admissions were reduced to alleviate overcrowding until the completion of Baker Laboratory in 1957. The following year, this policy was reversed and a positive program of enrollment was implemented to increase both the size and the quality of the undergraduate student body. At the graduate level, enrollment had fluctuated around 100 students annually until 1958 when it began to

increase rapidly, reaching 161 in the fall semester of 1961. Undergraduate students admitted at that time numbered 618, which together with 60 Ranger School technicians, gave the Collge a total overall enrollment of 839 students, only 26 students below the all-time peak of 1948.

The rapid expansion of student enrollments in the early post World War II years, coupled with the marked increase in graduate education and research throughout the 1950's, served to accentuate the College's need for additional staff and facilities and improved organization. By 1961, the faculty and research staff had increased to almost 115, compared with less than 60 in 1946. The College was organized into ten academic departments, three research institutes and five forest properties, all of which were grouped within three major divisions: Biological Sciences, Resources Management and Graduate Studies, and Physical Sciences and Research. Operating outside this structure and reporting directly to the Dean were the Office of Dean of Students and Registrar, Business Office, Office of Extension and Public Relations, Library, and the Ranger School.

The physical plant of the College had reached a state of development where it was the envy of most American forestry schools. Over the years, nearly \$5,500,000 had been made available from special State appropriations for major capital construction on the Syracuse Campus and The forest properties of the College, including the Ranger School where a new wing was nearing completion that would allow the School to increase its enrollment to 90 students. An estimate of the replacement value of its main campus facilities, which consisted of Bray and Marshall Halls, a Pulp and Paper Mill

and Laboratories, the newly constructed Baker Laboratory a Greenhouse and Service Building, together with the Ranger School approximated \$12,000,000. The land holdings comprised of the main campus and Syracuse Experiment Station, the Tully Forest and Nursery, the Huntington Wildlife Forest at Newcomb, the two Charles Lathrop Pack Forests at Warrensburg and Cranberry Lake, and the Ranger School Forest had increased to some 23,500 acres.

Substantial as these physical facilities were, insufficient space for classrooms, laboratories, offices, library and maintenance services, nonetheless, constituted a major problem for the College as it reached and looked beyond its 50th year.

A revealing feature of the level of growth attained by the College during the first fifty years was the financial support it received. From its establishment in 1911 to the mid-depression years, its operating budget maintained a moderate though steady rate of increase. Regular State appropriations remained relatively stable thereafter until the end of World War II when they began to increase rapidly, rising from less than \$370,000 in the fiscal year 1945-46 to over \$1,865,000 in 1960-61. The total operating budget available to the College for the latter year from all funding sources, including sponsored research funds valued in excess of \$516,700, approximated \$2,382,000.

College Leadership to Age 50

Much of the credit for the establishment and early rapid development of the College has been attributed to the able and dedicated leadership and support provided by Chancellor James R. Day and Dr. William L. Bray of Syracuse University; by its first two Deans, Hugh P. Baker and Franklin F. Moon; by the first Chairman of its Board of Trustees, Louis Marshall; and by J. Henry Walters, State Senator from Onondaga County who introduced the bill in the State Legislature that authorized establishment of the College and who several years later became a Member of its Board of Trustees. Reportedly it was courses offered by Dr. Bray, a botanist and former employee of the U.S. Forest Service, that stimulated student interest in forestry and created a demand for the College. It was Dr. Bray who interested Chancellor Day in the establishment of the College and prepared the background material that led to legislative action. He handled the initial registration of students in the College and served as its Acting Dean while seeking a qualified person to assume the responsibilities of administrative leadership.

Dr. Bray found this leader in Dr. Hugh P. Baker who became the first Dean of the College, effective in February, 1912. A man of unusual energy and foresight, Dean Baker organized departments early in his administration and initiated instruction in all the major fields included within the College's program at its 50th year. Indeed, he set the pattern the College was to follow for more than a half century.

Dean Baker's successor, Franklin Moon, was a man of broad interests and scholarship. He had graduated from Amherst College,

attended Harvard Medical School for a time, and ultimately turned to forestry as a career and obtained a Master of Forestry degree from the Yale University School of Forestry. As his primary contribution to the College, Dean Moon is credited with "strengthening the program of instruction; raising standards of teaching, and scholarship, and establishing the reputation of the College within the field of forestry."

Louis Marshall served the College as President of its Board of Trustees for 18 critical years. A distinguished lawyer and avid outdoorsman, he was highly respected in legal, legislative, and conservation circles. Mr. Marshall had played a major roll in drafting the famous Article VII, Section 77 of the State Constitution that established the Forest Preserve and ordained it "forever wild." More than any other, perhaps, he was the one responsible for convincing Governor Dix to finally sign the bill that established the College of Forestry at Syracuse ~~at Syracuse~~ University. During his long term of service as President of the Board of Trustees, Mr. Marshall was a staunch defender of the College and did much to ensure its survival and growth.

Following Dean Moon's death in 1929, he was succeeded in office by Professor Nelson Brown, a member of the faculty, who served for a time as Acting Dean. Professor Brown had developed close relationships with then Governor Franklin D. Roosevelt and was successful in obtaining funding for the construction of Marshall Hall, an accomplishment that Dean Baker had long sought and failed to achieve.

Dean Baker returned to the deanship in 1930, but his second

term in office was brief. He left to become President of Massachusetts State College in 1933 and was replaced by Samuel N. Spring. Professor Spring, a former member of the faculty of forestry at Cornell University, served the College as Dean until 1944. He was a man of warm personality and drew upon his prior association with Cornell in a sustained effort to overcome the intense rivalry that had long existed between the two institutions, and to replace it with constructive collaboration. He was not fully successful in this, but he established the pattern that was to lead ultimately to more amicable relationships.

After serving as Acting Dean following the retirement of Dean Spring in 1944, Dr. Joseph L. Illick was appointed Dean effective in September, 1945. He had been a member of the faculty since 1931 when he was recruited to head up the newly created Department of Forest Management. Prior to coming to the College, Dr. Illick had had a distinguished career in forest administration with the Pennsylvania Department of Forests and Waters, rising to the position of Chief Forester for the State. A man of great personal warmth and scholarship, he managed to keep the faculty of the College usefully employed during the trying last years of World War II, while launching a comprehensive program of graduate education and research. Much of the progress attained by the College during the postwar years is credited to his foresight and wisdom.

The last person to serve the College as Dean during its first fifty years of operation was Dr. Hardy L. Shirley. Dr. Shirley had been appointed Assistant Dean of the College in 1945 only a few days prior to the naming of Dr. Illick as Dean. He served in this capacity until Dr. Illick's retirement at the end of 1951, when he

was named Acting Dean and then, six months later, Dean of the College. Prior to coming to the College, Dr. Shirley had served for 16 years in the research branch of the U. S. Forest Service, first as Silviculturist with the Lake States Forest Experiment Station and then as Director of the Allegheny and Northeastern Forest Experiment Stations. He held an undergraduate degree in Mathematics, had taught this subject for three years at the University of Nevada, and had earned a Ph.D. in plant psychology at the Yale University School of Forestry.

With this distinguished background of professional training and experience, coupled with his nearly seven years of service as Assistant Dean of the College, Dr. Shirley was eminently qualified to assume the responsibilities of Dean. A quiet, unassuming man of high ideals, integrity and vision, of boundless energy, determination and a strong commitment to forestry in its broadest sense, he served the College with distinction for nearly 22 years, 15 years and one month as Dean which was longer than any other of its chief administrative officers before or since.

LOOKING BEYOND AGE 50

The celebration of its Fiftieth Anniversary in 1961 provided a vantage point, as well as an obligation, for the College to review critically its current operations and plans for the years ahead. In the view of Dean Shirley, the survival and growth of an educational institution such as the College was evidence of three things--significance and timeliness of purpose, flexibility in meeting outside forces, and skill in composing inner disruptive tendencies.

College Mission

The College of 1961 faced a complex of local, national, and world forces that were vastly different from those that shaped its early growth. Still it was clearly evident that its central theme or purpose had remained unchanged.

Throughout the years, the College had avoided responding to the opportunity of the day that might have caused it to slight or forego certain of its obligations. It had adhered staunchly to its central mission as spelled out in detail in its original charter, Article 121 of the State Education Act. In brief, that legislation provided for the College to educate people in the management and use of the forest resource for the benefit of humanity. To the leaders of the College, the word "educate" implied much more than mere training and to be meaningful, required a broad approach to the preparation of people in the art and science of forestry. Hence, almost from year one, the College had incorporated within its educational and research programs a wide range of scientific disciplines--mathematics, chemistry, physics, biology, earth sciences, engineering, economics, social science--but its central focus had remained the forest land resource and the many products and services derived therefrom.

College Obligations

As the College looked beyond its 50th year, it remained committed to this central theme or mission in fulfilling its responsibilities. In broad generalization, the administration saw its prime responsibilities as follows:

1. through its undergraduate curricula, to develop basic understanding of the physical, biological and social world in which we live, and to show how each is related to the management and use of land resources; and further, to develop student skills to observe accurately, analyze critically, judge temperately and to communicate ideas effectively;
2. through its graduate programs, to develop depth of understanding and skill in applying the natural and social sciences to make forests and forest products of highest use to people and to provide gifted graduates with the opportunity and assistance to achieve their maximum potential;
3. through its Ranger School program, to develop understanding and skills in performing and supervising routine forestry operations, such as surveying, timber estimating, nursery practice, plantation establishment, thinnings, logging, sawmilling, and related work;

4. as the chief specialized institution of the State for forestry education and research to be responsive to the needs for research to meet the informational needs of State agencies concerned with education, conservation and forest land management, and of private forest landowners, forest industries and the public at large, an obligation extending beyond the borders of the State;
5. in the area of public education, to complement the activities performed by district foresters and wildlife conservationists of the Conservation Department (DEC), and the extension foresters of the College of Agriculture at Cornell University;
6. and last but not least, to provide for all of its employees, be they faculty, research, clerical or custodial staff, a work environment that was pleasant, stimulating and conducive to self-development.

In the overall program of the College, the administration saw the obligations of teaching, research and public service as having equal weight. All were necessary and complementary, albeit up to that time the public service obligation had never received equivalent financial support.

College Goals

Rapidly changing conditions in higher education and in the demands being placed upon forest land resources at the state, national and world levels as the decade of the 1960's got underway

rendered the establishment of future goals for the College, at best, highly uncertain. Nonetheless, planning was a necessity if responsibilities were to be assumed and fulfilled.

In setting College goals for the future, the administration deemed it prudent that the College continue to develop in those areas where it had already gained prominence; also, that it venture into new fields only where opportunities for outstanding contributions were possible and where it possessed the necessary resources to take full advantage of these opportunities for achievement.

In the physical science area, the College was already heavily committed to the development of pulp and paper technology and in the application of modern principles of engineering to the processing and fabrication of wood products. It was essential that the College continue its efforts in these areas in the light of their importance to the forest industries of New York State and the United States at large.

In the development of forest chemistry, the College stood virtually alone among forestry schools and had achieved considerable recognition for its accomplishments. It was deemed especially important that it continue developing its research and instructional efforts in chemistry that were related to the wood-based chemical and plastics industries, and to the life processes of forest plants and animals. The Chemistry Department had just introduced a new option in plant biochemistry.

Forest resources management and silviculture had comprised a major core program of the College from its beginning and continued

to play an important role. Along with forestry economics which had been given emphasis in a new department established by Dean Shirley when he assumed the deanship in 1952, these fields had taken on new significance with the marked increase in the current and projected demands for timber in the national economy, and especially with the passage by Congress of the Multiple Use - Sustained Yield Act in June, 1960. This legislation directed the Forest Service to give equal consideration to outdoor recreation, fish and wildlife, water, range and timber resources in its management of the national forests. The importance of forest lands for outdoor recreation use and for watershed protection had taken on increasing significance throughout the post-war years, both within the state and nationally. The College had a major obligation, therefore, to continue developing its program in resources management, silviculture and economics. The latter embraced virtually all educational and research activities of the institution.

Because of the relatively independent status under which it was established and developed, the College had enjoyed the privilege of developing biological sciences oriented specifically to forest land resources. These included forest botany and pathology, forest entomology and forest zoology. Their role in the overall program of the College was indispensable to an understanding of the functioning of the forest ecosystem and forest production and use. Continued development of those areas was basic.

The College was unique in being the only forestry school in the nation with a program in landscape architecture. In the light of the growing importance of recreational use of forest lands, coupled with the need for appropriate landscaping of highways, parks,

national forests and the picnic areas and camping sites therein, and the concurrent need for suburban landscaping and design, continuation and strengthening of the program in landscape architecture was deemed of utmost importance.

Finally, as expressed by the Dean, the venture of the College into world forestry was more than a temporary excursion. The nation was widely involved in programs of mutual aid to others; forests were a major world resource and of especial significance to the developing nations of the tropics; and the United States, New York State particularly, was a significant importer of forest products which seemed destined to increase. As long as these conditions prevailed; indeed, so long as the United States continued as a major world power, the College would have obligations in world forestry. The College already was recognized as a leader in world forestry education, research and service, and as a center for advanced training of foreign students and scholars. It had a strong commitment to continue its development efforts in this field, efforts which embraced all units of the College.

The setting of these goals served to emphasize the broad approach to forestry education, research and public service that the College had developed over the years. Dean Shirley, along with many of his associates, held the conviction that the unusual breadth of the College's programs was a prototype that forestry education might well follow elsewhere.

Planning

The State Education Law of New York specifies that planning for education is the responsibility of the State Board of Regents. It is also the responsibility of the Trustees of State University. Such plans were to be prepared at four-year intervals and presented to the Regents. In compliance with the State University planning process, the College early in the 1960's began developing plans for the period 1964-1968. Shortly after taking office in 1964, the Chancellor of the State University, Dr. Samuel B. Gould, requested that each campus prepare academic plans extending through 1974. A special outline was prepared by the Central Administration for each unit to follow in developing its plans. The information derived from these plans was to be used by the University Central Administration to project the future academic programs and physical resources for each campus.

In projecting both short and long-term plans for the College, Dean Shirley in his May, 1963 report to the Board of Trustees discussed at some length certain broad considerations that had to be taken into account in planning the direction of future effort. Among these were the relationships of the College to Syracuse University, to other units of State University, especially those from which the College might draw transfers, and its relationship with other colleges.

As for the relationship with Syracuse University, the Dean held it to be mutually beneficial and stressed the critical importance of the many services the University had contributed to the College

throughout its history. The College of Forestry had not developed as a complete, self-contained institution of higher education, and it was never intended that it should. It was clearly recognized by the administration and faculty of the College that without access to the full resources of a strong Syracuse University, they could neither have achieved nor hope to maintain their competitive position with other leading forestry educational and research institutions.

The College as a unit of the State University receives therefrom its financial and broad administrative direction. Thus the College is obligated to support the State University and, in return, to benefit from what it and its constituent institutions can contribute to College effectiveness. The unique strengths of the College in the biological and physical sciences and engineering fields basic to forestry, in natural resource economics, landscape architecture, and in graduate education and research, rendered it capable of functioning as a University Center, serving State-wide needs. Few, if any, of the forestry schools associated with the state land grant colleges had had an opportunity to develop such strengths. It was suggested that the College maintain and strengthen its cooperation with the Upstate Medical Center of State University in developing programs in biochemistry and genetics, for example, which serve mutual interests. The establishment of cooperation with selected community colleges, such as Onondaga Community College, in developing programs for technicians also offered opportunities worthy of consideration. It was deemed especially important that the College move to articulate its

programs with those of the community colleges in order to facilitate transfer of their graduates to the College without loss of credit.

Certain obligations of the College of Forestry have closely paralleled those of the Land Grant College of Agriculture and Life Sciences at Cornell University and through the years have given cause for occasional tension between the two institutions. Positive steps to avoid overlapping and further cooperation were taken by the Deans of the two Colleges in 1962. These culminated in the establishment of a joint Committee on Natural Resources which in years to follow was to improve relationships significantly between the two institutions and expand their areas of cooperation.

Specific issues cited by Dean Shirley for consideration in planning the future direction of the College included the question of adoption of a five-year forestry curriculum and a two-year technician program for the Ranger School. The latter program, for which the Associate of Applied Science degree would be awarded, was already under serious consideration by the Ranger School faculty and was subsequently proposed and approved. Other issues included the relations of the College to forest owners, loggers, sawmill operators, wood processors and other forest products industries; the changing demands of the forestry profession and their implications for professional forestry education; the demand for forest specialists; and the future roles of landscape architecture, regional planning and outdoor recreation. Finally, there was need to consider the future direction and roles of the College's programs in wood products engineering, pulp and paper technology, and forest chemistry.

The results of the College's academic planning process were set

forth in a comprehensive statement entitled CAMPUS ACADEMIC PLAN, 1964-1974. The plan followed the State University outline, reviewing briefly the historical development of the College, its goals and responsibilities, enrollment projections, and the related work loads and needs of faculty. It then proceeded to discuss in considerable detail the existing academic, research and public service programs in terms of their objectives, strengths and weaknesses. The statement concluded with a review of proposed new fields of specialized instruction, research and public service.

Projections of enrollment through 1970 were developed in accordance with quotas specified for undergraduates by the State University Central Administration for 1970 and 1974 as follows: for 1970, 970 undergraduates, inclusive of Ranger School technicians, and 280 graduate students; and for 1974, 900 undergraduates and 350 graduate students. The quotas for undergraduates were below those projected in the College Master Plan for these years which totaled 1,011 and 1,064, respectively. The difference was due primarily to the rate at which the College was perceived to move from a 4-year undergraduate/graduate institution to a senior college/graduate school. Under the quotas established by the University, the proportion of lower division students enrolled in the College was destined to decrease from 53.5 percent in 1964 to 29.8 percent in 1974. All of the decrease would take place at the Syracuse Campus since enrollment at the Ranger School was projected at 81 students annually throughout the planning period.

The projected increase in student enrollments and the space needed for continued research and graduate instruction as set forth

in its Master Plan and Campus Academic Plan pointed to the need for College expansion beyond the years 1970 and 1974. In order to provide a better understanding of its proposals, the College developed a longer-range plan that was outlined in a statement entitled "Overview of Long-Range Needs in Forestry Education and Research." This plan took advantage of existing forecasts of national needs for forest products and services recently proposed by the U. S. Forest Service and projected to the years 1980 and 2,000. These forecasts included projections also of the manpower that would be needed to ensure such productivity of the nation's forest resources. They pointed to the need for roughly a three-fold increase by the year 2000 in the numbers of foresters and related resource managers, including wood products technologists, recreation specialists, landscape architects and land planners.

College administrators, felt these forecasts were not altogether realistic and based their planning primarily on existing needs and the prospects of meeting them. The general conclusion of its planning effort was that the College should expand as rapidly as possible its educational programs in landscape architecture, pulp and paper technology, forest chemistry, forest engineering and wood products engineering. A more gradual expansion was deemed justified in forest resource management and forest biology. At the graduate level, there was need for expansion in all areas, particularly in water resources, landuse planning, economics, forest resource management, chemistry, pulp and paper technology, wood products engineering, and entomology, where the rate of growth should be as rapid as facilities and faculty resources would permit.

A further conclusion stressed by the plan was the urgent need

for initiating long-range facilities planning in view of the long-term commitments for future landuse that were then being made by the Syracuse Urban Renewal Program.

THE FINAL SHIRLEY YEARS: RAPID GROWTH

The 1960's represented a decade of rapid growth and change for the College of Forestry unsurpassed by any other period in its history. Much of this growth and change was a culmination of actions that had been taken during the preceding decade, but it also represented a response to developments taking place within the educational community, State University in particular, and at the State, national and international levels.

The scope of this paper precludes an exhaustive review of all facets of College development and change during these years. Hence, the discussion will focus on those that are judged too have been of particular significance; specifically facilities expansion, program development, faculty governance and administrative change.

Facilities Expansion

The problem of inadequate space had plagued the College of Forestry throughout its existence, and as already mentioned, it loomed as the most pressing problem of the College as it reached its 50th year. The construction of Baker Laboratory in the mid 1950's had failed to meet the space needs of the College, and in 1958 the Committee on Buildings and Grounds of the Board of Trustees made a projection of building and other facilities requirements to the year

1965. Foremost among these were a Biological Sciences building (60,000 sq. ft); a Paper Wing on Baker Laboratory (40,000 sq. ft); a Greenhouse and Laboratory at Tully Nursery (2,900 sq/ ft); a new wing for the Ranger School (12,640 sq. ft), plus 4 new dwelling units and a new water and sanitary system; faculty cabins at Cranberry Lake Summer Camp (2,210 sq. ft); a new headquarters for Tully Forest (est. cost \$114,000); a Garage and Shop Building at the College (3,000 sq. ft); and additions to the area of College Forests approximating 16,000 acres. In addition, it was recognized that the College Library had to be expanded through rehabilitation of the garage space beneath it in Marshall Hall.

Priority was given to the construction of the Ranger School Wing in order to allow for an increase in student enrollment from 60 to 90. Funding was obtained relatively promptly and construction completed to permit occupancy by the Class of 1963. The four dwelling units and a garage and workshop building had also been constructed, and an improved water system and new sewage system were installed and in use.

A study by SUNY architects had determined that the proposed rehabilitation of the Marshall Hall garage for Library expansion was infeasible; also that the erection of a library wing on Marshall Hall would be more costly and less satisfactory than adding such a wing to the proposed Biological Sciences building. By 1963 the planning of this combined facility was well underway, including a decision to make the library a separate building. A bid for construction was accepted in January, 1966 and the official ground-breaking ceremony took place the following March with the date of occupancy set for July 31, 1967. The total cost of the Biological

Science and Library buildings was \$7,101,276, of which \$5,423,000 covered general construction and the balance equipment. A substantial part of the cost of the Biological Science building was financed by a grant from the National Science Foundation.

The Wood Fiber and Paper laboratory was finally proposed as a facility separate from Baker Laboratory. Funds for its planning were made available in the budget for 1965-66, and for its construction in 1966-67. Occupancy was set for December 31, 1968, which did not occur officially until October, 1969. The contract cost of constructing this building was \$2,597,475. An additional \$750,000 had been allocated to the College for equipment.

Together, these three major structures increased total College space to some 642,000 sq. ft., and that available on the Syracuse Campus from roughly 361,000 to 608,100 sq. ft. The Biological Sciences building added 136,000 sq. ft., the Library 48,000 sq. ft. and the Pulp and Paper building 63,000 sq. ft.

The remaining facilities projects proposed by the College in 1958, including the Greenhouse and Laboratory which was needed for tree improvement work, the faculty cabins at Cranberry Lake, the Garage and Shop building at the College, and the Headquarters for Tully Forest were all subsequently approved and completed. At the request of State University, the College had to scale down substantially its plans for the Greenhouse facility, however, which was initially budgeted for \$205,000. When later constructed at the College's Syracuse Experiment Station rather than at the Tully Nursery site as initially planned, the contract cost of the unit approximated \$155,000.

Throughout the period the major construction projects above were being planned and implemented, much was done by the College to improve and expand use of its existing facilities. Major rehabilitation of Bray and Marshall Halls was carried out to meet the pressing space needs of the Resources Management departments and of the Pulp and Paper and Biological Science departments until their respective buildings became available. When the latter were completed, Marshall Hall was remodeled to house the Department of Silviculture and to provide additional space for the rapidly growing Department of Landscape Architecture. Space formerly occupied in Bray Hall by the Department of Silviculture was later converted to a statistics laboratory and office space.

The conversion of the upper two floors of the rotunda in Bray Hall to office space, while necessary to meet the growing needs of Administration and the Departments of Forest Management and Forestry Economics, was not well received by many senior faculty and alumni for whom the rotunda held high sentimental value. Apart from lending considerable charm to the building, the Bray Hall rotunda for many years had served as a College center for social functions of both faculty and students.

One would have thought that all of this new construction and rehabilitation of existing buildings would have solved the space needs of the College for years to come. This proved not to be the case. Before the end of the decade, planning for the construction of an additional major building was underway to provide space for the expanding programs in public services and continuing education, applied forestry research, and world forestry, and to meet the social and governance needs of students. Dean Shirley had received

approval from the Board of Trustees to request State University to acquire additional area to the west of the Main Campus to meet the long-range needs of the College. This effort never succeeded.

The addition of acreage to its forest holdings had been a continuing policy of the College since it received its first such property in 1912. This was a tract of 1,800 acres of cutover land near the Village of Wanakena donated as a gift by the Rich Lumber Company to Syracuse University to be held in trust for the College. The College's 1958 proposal to add 16,000 acres to its land holdings by 1965 proved to be substantially beyond that which was actually achieved, a total of something less than 1,100 acres consisting of additions of approximately 550 acres to Tully Forest, 360 acres to the Ranger School Forest and 135 acres to Pack Demonstration Forest at Warrensburg. By the end of the decade, total additions to the College's land base amounted to approximately 1,550 acres. The College actually suffered a small, but significant loss of land in 1962 when the construction of Interstate Route 81 cut through its Syracuse Experiment Station, leaving a 20-acre strip of land between the highway and South Salina Street that was no longer feasible for College use and had to be declared surplus.

Program Development

The early years of the decade witnessed a number of events of considerable significance to the academic and research programs of the College. At the National level, Congress passed the Multiple Use-Sustained Yield Act, mentioned earlier, that required equal consideration for all major forest values in the management of

federal lands. The Outdoor Recreation Resource Review Commission (ORRRC), created by Congress in 1958, issued its report in early 1962 which stressed the importance of outdoor recreation and recommended the establishment of a Bureau of Outdoor Recreation. The Bureau was created a short time thereafter by order of the Secretary of the Interior, and the following year the Outdoor Recreation Act was enacted which provided for the improved coordination of all Federal agencies involved directly in outdoor recreation.

On October 10, 1962 the Forestry Research, State Plans, Assistance Act, generally known as the McIntire-Stennis Forestry Research Act, was passed authorizing federal support (up to \$12,400,000) for forestry research at the land grant colleges and experiment stations and other qualified state forestry schools in the 50 states. This was followed a few years later by passage of the Wilderness Act which established a 10-year Congressional review program for wilderness designation, an undertaking that was to become a major issue in the environmental movement then just getting underway. The same day it passed this legislation, Congress enacted into law the Land and Water Conservation Fund Act which authorized the establishment of a fund to be used in part to match state expenditures in the purchase and development of state parks.

At the College level, its 50th anniversary celebration was followed shortly by the evaluation of the College in October, 1961 by an accrediting team representing the Middle States Association of Colleges and Universities, the Society of American Foresters, and the Society of Landscape Architects. Earlier that year, the College

had hosted the Eastern Colleges Science Conference, the main objective of which was to encourage undergraduate student participation in research activities. Some 550 students from 88 colleges and universities east of the Mississippi attended the three-day conference. Also, the year saw the organization of the Syracuse Pulp and Paper Foundation to provide scholarships for attracting gifted young students to the College's program in Pulp and Paper Technology. Subsequent to this action, the Board of Trustees moved to create a College of Forestry Foundation to serve as the administrative agency for scholarship funds, grants, donations and bequests, received from time to time by the College, exclusive of those which fell within the province of the Syracuse Pulp and Paper Foundation.

A significant advance in the College's role in world forestry also occurred at this time with the receipt of a grant from the National Science Foundation for a summer program of education and research in Tropical Forestry, to be held in Puerto Rico during 1962 and 1963 in cooperation with the Institute of Tropical Forestry of the U. S. Forest Service.

Two other events occurring at this time were of particular significance to the public service program of the College. One of these was the initiation in 1962 of a special study by the College to evaluate the resource development potential of the Allegheny Plateau region of the State. The study was funded jointly by the College and the Joint Legislative Committee on National Resources of the State Legislature. The other event was the organization of the New York State Forest Owners Association during the Second Forest Landowners Forum which was hosted by the College in October of 1962.

The proposal for establishment of the Association was presented to members of the Forum by the State Forest Practice Board.

Evaluation and Accreditation Review

In general the evaluation of the College conducted by the joint team representing the three accrediting organizations proved stimulating to the faculty and was well received. While laudatory of College accomplishments and unanimous in their proposal for reaccreditation, the team offered a number of suggestions for College consideration. They felt the inclusion of "at Syracuse University" in the name of the College led to confusion and recommended that it be dropped, a proposal not subscribed to by either the Administration or faculty. The team recommended the addition of an Associate Dean for Biological Sciences, as then existed for the Divisions of Physical Sciences and Research and Resources Management and Graduate Studies. The College administration was in full agreement with this suggestion and was successful in implementing it with the appointment of an Associate Dean for Biological Sciences and Graduate Instruction effective April 30, 1964.

The team was critical of the comparatively low salary schedule for faculty and emphasized the need for improvement in this area. This was a view well appreciated throughout the College, but the administration was confident that legislative action then in process to provide salary adjustments for all State workers would considerably improve the salary situation at the College. When this legislation was passed in 1962, that available to State University for salary adjustment amounted to 6.5 percent. It was left to the

discretion of the President of the University to determine how it was to be allocated between mandatory and merit increase. Experience had shown that salary increases in New York State were almost always paralleled by substantial increases in other colleges and universities, as proved true in this instance, so the competitive position of the College salary-wise was not significantly improved.

Perhaps the most significant recommendation of the accreditation team was that citing the need for the inclusion of more general education courses in College curricula. This was an issue that College faculty had dealt with since the end of the war, without finding a satisfactory solution. While it was mutually agreed that the College should draw upon Syracuse University for its general education instruction, there was widespread feeling within the faculty that more general education was included within the College's overall program than was evident based on course listings. This was being accomplished by use of the historical approach to instruction in many courses, by relating forestry activities to the general economy of the nation and the world, by holding weekly convocations of a general nature, and through the various activities of student clubs and organizations.

Additional questions raised by the accreditation team related to: the feasibility of using the term "Wood Products Engineering"; the relationship of polymer chemistry to forestry, which was viewed to be quite distant; the extent to which outside faculty were used on graduate thesis committees and examinations; the lack of faculty bylaws; the suitability of having a Department of Landscape

Architecture in a College of Forestry where its students lack day-to-day contact with students in architecture, the arts, city planning, and the social sciences, particularly in a self-contained department such as the College had developed. Most of these were issues that the College had previously considered at some length and resolved to its satisfaction.

Curricula Revision

The revision of curricula and course offerings to meet the rapidly changing conditions of the post-war years was virtually a continuous process for the College of Forestry. National emphasis on science and technology both during and after World War II had funneled large sums of Federal money into scientific research and development in the nation's universities and colleges, government agencies and private industry. The marked increase in student enrollment in institutions of higher learning during the post-war years created a great demand for teachers. The result of these developments was to greatly expand employment opportunities for individuals with specialized training, as well as to increase support for their education. Within the colleges and universities, the result was to greatly stimulate the development of graduate education and research, and to create added pressure for early specialization at the undergraduate level.

The General Forestry curriculum of the college was the first to be subjected to critical study and major revision in response to these influences. The accredited forestry curricula of forestry schools in general had come under increasing criticism for placing too much emphasis on timber production and sustained yield growth.

This criticism was not without merit. Perhaps the best evidence of this was the passage of the Multiple Use Sustained Yield Act of 1960 which, as noted earlier, required equal consideration of all forest--values outdoor recreation, range, fish and wildlife, watershed management, timber--in the management of federal lands. To fulfill this obligation effectively, professional foresters obviously would have to be broadly educated with depth of understanding of all forest values and their production, and yet with sufficient general educational background to permit satisfactory performance in positions of managerial responsibility. It was also obvious that foresters aspiring to positions in research and/or education would require a specialty. The task of forestry education thus was to design an undergraduate curriculum that would lead to the successful development of both generalists and specialists, or a combination of the two.

In 1962-63, the Department of Forest Management of the College submitted two curriculum proposals for consideration by the faculty, designed to meet the primary needs of professional services in forest land management and forest engineering. The land management proposal was opposed by a number of faculty, and thus a committee was appointed by the Dean to review the General Forestry curriculum and make recommendations acceptable to all departments concerned. The committee deliberated for over a year and finally submitted a recommendation that was approved by the faculty in 1964-65. This action abolished the General Forestry curriculum as such and established three new curricula; namely, Forest Biology, Resources Management and Forest Engineering. All of these curricula were designed to facilitate the admission of transfers from two-year institutions. For example, the curriculum in Resources Management eliminated the 10-week Freshmen Summer Camp at Cranberry Lake and replaced it with a 10-week Summer Session in Field Forestry at Pack Demonstration Forest, Warrensburg following the sophomore year and prior to registration for the junior year. The Session thus served as the point of entry for all transfer students to the College electing the Resources Management Curriculum. The new curriculum also eliminated the silvicultural spring camp that formerly had been held at the Warrensburg Pack Forest.

The establishment of a separate curriculum in Forest Biology was a result in part of the rapid growth of student interest in biology as an optional field of study within the General Forestry curriculum. More important, perhaps, it acknowledged the fact that forestry is a biologically-based profession and would come to depend

increasingly upon further developments in the use of herbicides, pesticides and antibiotics, and on a better understanding of the complex interrelationships of forest flora and fauna. Basic ecologic studies would be needed to provide a more complete understanding of forest ecosystems and their stabilities under a variety of forest uses, both as to kind and intensity. The environmental movement that was to become a major national concern of the 1970's was getting underway, and there were many who held the chief problem of society to be the lack of understanding of the natural environment, of our dependence upon it, and of the vital necessity of preserving its integrity.

By the mid 1960's, all curricula of the College, with the exception of Landscape Architecture, had been revised to meet changing professional needs and to accommodate the recommendations that had been made by the Accreditation Review teams that had visited the College in the fall of 1961. The latter involved increasing the general education content of curricula by adding more electives and flexibility at the undergraduate level, and revising the requirements of the freshmen and sophomore years so students from community colleges could enter the College at the junior level with a minimum loss of credit.

The curricula in the Physical Sciences Division were modified to articulate with the Engineering Science programs in the Community Colleges. Steps also were taken to develop five-year combined programs in pulp and paper technology and chemical engineering, wood products engineering and industrial engineering, and wood products engineering and mechanical engineering in cooperation with the

College of Engineering of Syracuse University. These programs were subsequently implemented and led to a Bachelor of Science from the College of Forestry at the end of the senior year, and a Bachelor of Science in Engineering from Syracuse University upon completion of a fifth year. A comparable combined program in Forest Engineering also was implemented in cooperation with the College of Engineering of Syracuse University. Later on in the decade, the Wood Products Engineering Curriculum was restructured into three options to meet changing professional needs and student interests. The three options were: Production Engineering, Materials Marketing, and Wood Science. The Forest Biology Curriculum also was modified substantially by dropping its options in Wildlife Management and Biological Sciences, the purpose of which was to emphasize the unity that characterizes modern biology.

The Department of Landscape Architecture had taken steps in 1962-63 to revise its curriculum in line with the Accreditation Review recommendations, adding more course work in the humanities and social sciences and providing greater elective opportunity for students. However, in order to meet the increasing competition of other educational programs in landscape architecture, to better meet accreditation requirements, and to improve articulation with two-year colleges and institutes from which it obtained transfers, the Department continued to review its curriculum which culminated in a major revision in 1968-69. The highlights of this revision included the addition of a fifth year, leading to a Bachelor of Landscape Architecture. At the end of the fourth year, students successfully completing the program were granted a Bachelor of Science degree with a Major in Environmental Studies. One of the unique features

of this new curriculum was the inclusion of a semester of off campus study preferably in a foreign setting.

New Programs and Improvements

In addition to the updating of curricula, the decade of the sixties witnessed the introduction of a number of new programs and improvements that served to broaden and strengthen the overall program of the College. Illustrative of some of the important support facilities added to enhance research and instruction were the establishment of a computer center with an IBM 1620 computer; an electron spin resonance instrument (ESR) and a Nuclear Magnetic resonance instrument (MNR) in chemistry; and a well-equipped photogrammetry laboratory in support of forest engineering.

Among the new programs introduced were the establishment of a Water Research Institute in 1965, later to become the State University of New York Water Resources Center; a State University Polymer Research Center in 1966; a Program of Outdoor Recreation Research in cooperation with the U. S. Forest Service in 1966; a Wood Utilization Service Team in 1966 staffed jointly by the College and the State College of Agriculture; the initiation in 1967 of a program of summer instruction and research in field biology jointly sponsored by the College and State University of New York at Albany; and an Applied Forestry Research Institute in 1967 designed to meet the forestry informational needs of State agencies, especially the Department of Conservation, and of private forest landowners and industries within the State. The cooperative program with SUNY Albany in field biology was conducted at Cranberry Lake, making use of the former Forestry Summer Camp facilities. A number of new

interdisciplinary programs of instruction and research also had been introduced or were under consideration for adoption as the decade drew to a close. These included divisional programs in organic materials science, chemical-wood technology, chemical ecology, and design. A symposium on design and aesthetics in wood, for example, was planned jointly by the College and the School of Art of Syracuse University. Studies in chemical ecology were developed by faculty members in biochemistry, silviculture and the biological sciences, and were aimed at devising control of insect pests and destructive fungi, the early germination of forest tree seed, and animal behavior. The College was working closely with the Upstate Medical Center of SUNY in the area of biochemistry with a view toward developing a Center of Excellence in this field.

World Forestry

A college-wide interdisciplinary program of graduate study in world forestry was introduced following the establishment in July 1965 of a World Forestry Institute. Prior to that time, world forestry instruction had been centered in the Department of Forestry Economics. However, it had become increasingly evident during the ten years that such instruction had been underway that world forestry was a College-wide activity and could not be developed successfully by a single department. This was further demonstrated by the College's 8-year program of assistance to the University of the Philippines College of Forestry which involved faculty from all College divisions. Moreover, the establishment of a World Forestry Institute at the College had been proposed in 1952, but was temporarily postponed for lack of funding, which the Administration

felt had to come from non-state sources. This latter view was changed, however, following the appointment of Dr. Samuel B. Gould as President of State University of New York in 1964.

President Gould had moved vigorously to provide for the development of the international dimension of the University. He appointed an Executive Dean for International Studies and World Affairs (ISWA) to his staff and dedicated Planting Fields, a large estate owned by the University near the Village of Oyster Bay on Long Island, to be developed as the University Center for this important field of concern. Headquartered at the Center, the Office of the Executive Dean was promptly organized into five major areas of program activity; specifically, Internationalizing the Curriculum, Foreign Faculty and Students, Overseas Study Programs, International Contracts and Services, and International Library. Each of these divisions, exclusive of the first, was headed by a Director recruited from the academic community and experienced within his respective area of responsibility. Leadership for Internationalizing the Curriculum was provided by the Executive Dean.

Complementary to this development of international activity within the Office of the President of the University;, the Academic Program Committee of the State University Faculty Senate established a sub-committee for International Studies and World Affairs, chaired by the College of Forestry representative (Senator) to the Senate, to work closely with the Executive Dean and his staff in developing the international dimension of the University. Within a period of less than two years after the appointment of the Executive Dean for

ISWA close to a hundred faculty members drawn from virtually all campuses within the University were serving as members of this sub-committee and its several task forces.

With all this emphasis in international activities within the Central Administration of the University, it appeared timely to proceed with the establishment of the World Forestry Institute at the College, even though outside support was lacking. The College had conducted two 12-week summer sessions in tropical forestry in 1962 and 1963 in Puerto Rico in cooperation with the Institute of Tropical Forestry of the U. S. Forest Service and under the sponsorship of the National Science Foundation. Inasmuch as National Science Foundation funding of these summer sessions was limited to the two-year period, and also because the sessions did not meet fully the graduate education and research interests of the College in world forestry, steps were taken to make other arrangements. These culminated with the establishment in 1965 of a Memorandum of Understanding between the College and the University of the Andes at Merida, Venezuela, which provided for joint participation in the development of education and research in tropical forestry. Under this agreement, the College cooperated in the education of professional staff for the National Forest Products Laboratory and College of Forest Sciences at the University of the Andes, supplying tuition waivers for such personnel insofar as possible. The University of the Andes in return served as a center where faculty and graduate students of the College could go for on-the-ground study and research in tropical forestry and related fields, with office space and living accommodations being provided by the University. During the following decade, close to 20

students from the University of the Andes obtained undergraduate and/or graduate degrees from the College under this agreement. The World Forestry Institute functioned as such until 1968 when its name was changed to Office of International Forestry. With the rapid development of international programs within State University, the Central Administration had approved the inclusion of a line item in campus budgets for employment of a Director of International Education with broad responsibility for developing and coordinating international activities at the campus level. Since most such responsibilities were already vested in the Director of the World Forestry Institute, the change in name to Office of International Forestry better described the breadth of activities involved, than did the term "Institute," which was more commonly associated with the research function, at least within the College.

Notwithstanding the foregoing developments in world forestry, the education of foreign students and the research program of the Empire State Paper Research Institute (ESPRI)* continued as the two major international contributions of the College. Throughout the decade, foreign student enrollment ranged between 65 and 75, with from 21 to 25 nationalities represented. In addition, from 10 to 20 postdoctoral fellows, mostly from abroad, were engaged in study and research in residence.

*For the work of this Institute, the reader is referred to "Empire State Paper Research Associates, Incorporated: The First Forty Years," by Edwin C. Jahn, a paper presented at the 40th Anniversary Meeting of the Empire State Paper Research Associates, October 7-10, 1985.

The College's assistance program with the University of the Philippines College of Forestry, in which it had been involved since July 1957, was terminated in June, 1965. During the course of this program, 12 senior members of the College faculty and one from the Cornell College of Agriculture served visiting professor assignments ranging from 18 months to three years in residence at the Philippine College of Forestry.

Student Enrollment

Student enrollment in the College continued rising rapidly throughout the sixties. The number of undergraduates, exclusive of students enrolled in the Ranger School program, more than doubled, rising from 618 in the fall of 1961 to 1,320 in 1970. The number of graduate students enrolled also increased significantly, rising from 161 to 273. Including non-degree student enrollment plus 85 Ranger School students and those from Upstate Medical College and Syracuse University taking College of Forestry courses, the overall enrollment in the College in the fall of 1970 approximated 1,840 students.

Throughout the history of the College, the general forestry curriculum had constituted its core educational program, accounting for roughly 45 percent of total undergraduate enrollment in 1961. By the fall of 1970, the three curricula into which this program had been divided in 1964-65 had increased their representation of undergraduate enrollment to 64 percent, Resources Management and Forest Biology each accounting for 26 percent and Forest Engineering 12 percent. Enrollment in Landscape Architecture continued at approximately the same proportionate level, slightly over 17 percent, whereas the enrollment in Paper Science and Engineering, Forest Chemistry and Wood Products Engineering declined significantly, especially in the latter whose proportionate share of total undergraduate enrollment fell from 16 percent to slightly over 4 percent.

At the graduate level, the General Forestry departments had increased their proportion of enrollment from 42 percent in 1961 to

65 percent in 1970, the Resources Management Departments increasing their proportionate share from 24 percent to 37 percent and the Biological Sciences from 17 percent to nearly 28 percent. The Landscape Architecture curriculum increased slightly its representation, whereas Wood Products Engineering retained its relative position at approximately the same level, between 12 and 13 percent.

The major decline in graduate student enrollment occurred in the Chemistry curriculum, which fell from 58 students in 1961 to 38 in 1970. This represented a drop in its proportionate share of total graduate enrollment from roughly 33 percent to less than 14 percent. The number of graduate students in Paper Science and Engineering declined slightly, falling from 18 students to 16, which represented a decline in its proportionate share of total graduate enrollment from 10 percent to under 6 percent during the decade.

Transfer students entering the College increased gradually throughout the decade. In 1961-62, 51 students transferred in during the fall and spring terms, mostly at the freshmen and sophomore levels. By 1965-66 the number of transfers had risen to 77 and in 1970 to 165. Of the latter, 12 entered as freshmen, 85 as sophomores and 68 as juniors. The College still had a considerable way to go before realizing sufficient transfers at the junior level to consummate its move to senior college-graduate school status.

College Reorganization

In 1965, Dean Shirley at a meeting of the Executive Committee of the Board of Trustees expressed the need and presented initial plans for certain changes in organization and administration to

coordinate more efficiently instruction, research and extension activities, and to accommodate the growing size and character of the College program. The proposed organization continued to group major academic activities in three divisions (Resource Management, Biological Sciences and Physical Sciences) as had constituted the basic pattern the College had employed for more than a decade. Each of these divisions was headed by an Associate Dean who also was assigned broad College-wide responsibilities. These included Graduate Instruction, Research, and Extension and Forest Properties assigned, respectively, to the Associate Deans for Biological Sciences, Physical Sciences, and Resources Management. The Dean of Student Services and the Director of Business Affairs continued to perform their responsibilities as previously assigned. New position assignments in the College's expanding activities were: Director of Graduate Studies, Director of the World Forestry Institute, and Director of the Water Research Institute for Forest Lands and Industry. The latter institute, as noted earlier, was later changed to State University Water Resources Center.

The organization of departments continued as before, headed by Chairmen who reported through their respective divisional Associate Dean. The Director of the several research institutes and the Computer Center reported through the Associate Dean for Research, who was later assigned an assistant to serve as Research Coordinator, with the exception of the Director of the World Forestry Institute who reported directly to the Dean.

RETIREMENT OF DEAN SHIRLEY

Having reached age 65, Dean Hardy L. Shirley proposed to retire at the end of academic year 1965-66. However, at the request of the Board of Trustees he continued his service temporarily and was granted permission by the Board to retire effective February 1, 1967. In taking this action, the Board adopted a motion making it clear that Dr. Edwin C. Jahn, then serving as Executive Dean, would be the Chief Administrative Officer of the College until such time as a successor to Dean Shirley was appointed.

For reasons not to be reviewed here, there had been a delay in taking the necessary action to search for a qualified Chief Administrative Officer whose title had been elevated from Dean to President upon recommendation of the Board of Trustees and approved in line with State University policy. A Faculty Search Committee had been appointed by Dean Shirley in the spring of 1966 comprised of a faculty representative from each of the three academic divisions and the School of Landscape Architecture, with the Chairman of the College Personnel Policy Committee serving as Chairman. The Committee was to represent the faculty in advising the Board of Trustees on qualifications required for the position of President, and on candidates deemed by the faculty to be suitably so qualified. The Board of Trustees had established a committee for the review and selection of candidates, chaired by the Vice President of the Board, Mr. Donald M. Mawhinney, Sr.

There was some dissatisfaction within the faculty as to the way the Faculty Search Committee had been established. Several members

felt that the membership of the Committee should have been nominated and elected by the faculty, rather than appointed by the Dean. There was merit in this view, to be sure. However, the matter was resolved when a motion submitted in faculty meeting by Dr. William L. Webb, Director of Graduate Studies, was approved which provided endorsement by the faculty of the Committee as presently constituted.

Early in the search process, the Faculty Committee in consultation with faculty developed a list of recommended qualifications for head of the College. A secret ballot of faculty was conducted to obtain nominations for the position, both from within and outside the faculty. The large majority of the faculty strongly favored the selection of candidates from outside, and more than a few proposed the appointment of a non-forester to the position. This was not surprising, since over the years an increasing number of professional staff had been recruited whose commitment was to their respective disciplines, not to the stated forestry mission of the College. In fact, there were those who believed that the association with forestry was a handicap in the development of their disciplines, forgetting that their employment by the College was justified only to the extent that they brought their disciplines to bear on furthering the improved management and use of forest land resources for the betterment of all people.

During academic year 1966-67 a number of highly qualified individuals from government and the academic community were interviewed by the Faculty Search Committee and the Board of Trustees Selection Committee. When an appointment failed to be consummated,

the faculty were again canvassed by secret ballot to ascertain existing views as to candidates from both within and outside the Faculty. Over two-thirds of the faculty voting again expressed their preference for the appointment of a President from outside the College. However, there was also a strong recommendation from the faculty that Dr. Jahn, then Acting Dean, be appointed Dean effective at the earliest possible date through to September 1, 1968, with the possibility for reappointment for an additional year at that time if the need still existed. This recommendation was conveyed to the Selection Committee of the Board of Trustees in October, 1967 and subsequently approved and implemented by the Board.

The recommendation from the faculty to name Dr. Jahn full Dean of the College was prompted in part to provide ample time to recruit a highly qualified President for the College from outside the faculty. To a large extent, however, it was intended to provide recognition in a tangible way for the long period of dedicated and distinguished service that Dr. Jahn had contributed to the College of Forestry. He was an alumnus of the College and held a Ph.D. degree in chemistry from McGill University. He had been a member of the College faculty since 1938, and was appointed as the first Director of Research for the College by Dean Illick in 1949. When Dean Shirley succeeded Dean Illick in 1952, he had moved immediately to restructure the College into three major divisions, appointing Dr. Jahn as Associate Dean for Physical Sciences with college-wide responsibility for Research. Dr. Jahn served in this capacity throughout the Shirley administration and exercised a major role in the rapid development and expansion of research, as well as in the improvement of the overall program of the College.

THE JAHN YEARS: STABILITY

Dr. Jahn served the College as Chief Administrative Officer in the capacities of Acting Dean and Dean from February 1, 1967 through August 31, 1969, and for several months before that as Executive Dean. Throughout this period, he continued to carry forward and improve upon the programs that he had participated in planning and implementing under Dean Shirley.

The Biological Sciences and Library buildings were still in process of construction, but scheduled for completion in the fall of 1967. The Wood Fiber and Paper Laboratory plans and specifications were completed the month Dean Jahn took over as Acting Dean, and the project was let for bid a month later. A number of other capital construction and rehabilitation projects were underway on the main campus, the Ranger School and the various forest properties. In addition, funds had been made available for the purchase and refurbishing of a residence for the President to be in line with established State University policy.

In his May 19, 1967 report to the College Trustees, Dean Jahn outlined in some detail the foreseeable needs of the College in the way of increased facilities, manpower and fiscal support if it was to fulfill its long-range commitments. He emphasized the need for greatly strengthening the public service functions of the College, including the acquisition of facilities for audio-visual services for the mass media and programs for continuing education. As an immediate step in this direction, he changed the name of the Department of Forest Extension to Office of Public Service and Continuing Education and recruited a new Director to head the unit.

Other programs cited that were new and needed improvement and strengthening included Recreation Research and Instruction, Photogrammetry, Biochemistry, Wood Utilization Services, State University Polymer Research Center, Water Resources Research Center, Applied Forestry Institute, Analytical Services Program, Computer Center, and Interdisciplinary Programs, both instructional and research. All of these new and developing activities had immediate space and equipment needs that would not be met by the new facilities then under construction.

Dean Jahn thus proposed that the College should begin at once the planning of another major building. Through his efforts the State University Office of Architecture and Facilities authorized the State University Construction Fund to prepare a site development plan for the College of Forestry campus. The primary purpose of the plan was to determine the location of three approved major building projects still to be completed at the College. These consisted of an addition to the Maintenance Building of 1,000 square feet, a new General Purposes Building of 32,000 square feet, and an addition to Baker Laboratory of 26,000 square feet. An additional purpose of the plan was to examine vehicular and pedestrian traffic patterns and parking for the entire campus, and the need and location of future land acquisition to expand the main campus.

The instructional program of the College, which had undergone considerable revision during the last years of the Shirley administration, was subjected to another period of intense study and analysis under Dean Jahn. The motivating forces at this time were the pressing priority of developing environmental issues, new

emerging patterns in higher education, the rapid development of new knowledge in science and technology, and changes in professional requirements throughout forestry and its related subject matter areas.

The response to these forces was expected to bring significant shifts in existing academic policy and practice. At least they raised a number of questions that required answers and to arrive at such, the Dean established an Academic Planning Group which met regularly on a bi-weekly basis throughout most of 1967-68. Among some of the key issues considered, for example, were:

-How far and how rapidly should the College shift to Senior College status? What are the values and risks involved?

-Should professional specialization in the form of new curricula and options continue to develop at the baccalaureate level, or is a longer time period of study with appropriate new degrees necessary?

-Is it desirable to retain a common Freshman year for all entering students, or are separate requirements for the various curricula necessary?

-Is there a definable natural resource understanding, a central resource core, that all graduates of a Forestry College should have?

-Should academic policy be developed to achieve a balance across science, professional, general education and elective courses in undergraduate programs?

Some of the more immediate issues considered were the revision of all curricula to articulate more affectively with Community College and Junior College graduates transferring into Forestry at the Junior level; exploration of a dual enrollment program with Community Colleges, Syracuse University, and other Colleges for planned transfers to the College; development and implementation of plans for a formal summer session; study of entrance requirements in

relation to student attrition; implementation of new interdisciplinary programs of graduate study; and ways to increase instructional efficiency and quality. Several of these issues were ultimately resolved; others were not, neither during the Jahn years nor those of his successor.

Two significant developments occurred during the administration of Dean Jahn, one of which was a change in the name of the three academic divisions of the College to Schools. The other involved a major revision in the faculty Bylaws.

The change in the name of the Divisions to Schools had first been proposed by Dean Shirley in 1966. School status was granted to the School of Landscape Architecture at that time, but action on the three Divisions was deferred because of objections raised by the Provost of State University. Assured that the change in names would in no way increase administrative costs, the Provost withdrew his objections and in 1969 approved the proposed action. In making this change, the title of Director was retained for the head of Schools as it had been for the Divisions. The title of "Dean" was to be restricted, at least for the present, to academic functions, such as Associate Dean for Instruction.

Faculty Governance

In response to a recommendation presented in the Accreditation Review of the College in November of 1961, Faculty Bylaws were drafted and approved by the faculty on December 13, 1961 and submitted for endorsement by the Board of Trustees. They were subsequently returned for a series of revisions by the faculty which resubmitted a draft to the Executive Committee of the Trustees on

January 22, 1963. The Bylaws still failed to obtain approval by the Trustees and were returned to the faculty for further revision, specifically to make them conform to Article 121 of the State Education Law and to the General Policy Statement on Working Relations adopted by the College and State University Trustees in the summer of 1956. These changes were promptly implemented by the faculty and the draft Bylaws resubmitted to the Trustees, who approved them in their meeting September 17, 1963.

In Chancellor Gould's first meeting with the State University faculty Senate in the fall of 1964, he had called for the vigorous and active participation of faculty in the development of the academic program of the University on all its campuses. When it was brought to his attention that there were a number of institutions within the State University System in which the faculty were unorganized and exercised little or no voice in college affairs, academic or otherwise, the Chancellor immediately called for a report with recommendations on the matter from the Personnel Committee of the Senate. In response to this request, a proposed set of Faculty Bylaws for use as a guide in developing bylaws by individual campuses throughout the University was prepared and distributed.

The most significant feature of these proposed bylaws was the inclusion of a provision for the election by the faculty of a Vice Chairman. The President of each unit within the University would continue as in the past to serve as the Chairman of the Faculty. However, the Vice Chairman would have authority to call faculty meetings and would serve as the Presiding Officer of such meetings during the conduct of business within the purview of the faculty.

The Chairman of the College of Forestry Personnel Committee, who at the time was also the College representative (Senator) to the State University Faculty Senate, reviewed the guide bylaws with his committee, and it was generally agreed that a revision of the College Bylaws to conform with them in most respects was desirable. Before making such a revision for submission to the faculty, however, the matter was discussed with Dean Shirley. While he expressed no objections to the proposed revisions, the Dean was on the verge of retirement and felt that it would not be appropriate for him to commit his successor and asked that the matter be deferred.

Shortly following the appointment of Dean Jahn, the proposed revision of the Faculty Bylaws along the lines proposed by the University Senate was discussed with him, and he readily agreed to its implementation. Accordingly, the existing faculty Bylaws were revised and a draft submitted to the faculty and approved by that body in January 1, 1967. Following a revision in April, 1967, the Bylaws were submitted to the Board of Trustees which reviewed and discussed them at considerable length and in its May 19, 1967 meeting, authorized its Executive Committee to take final action on the Bylaws at its first meeting that autumn. The Bylaws were approved by the Executive Committee whose action was confirmed by the College Trustees on October 19, 1967. Subsequent to this approval, the Bylaws were again revised by the faculty to clarify and improve upon certain provisions which had proved less than satisfactory in operation. These changes were approved by the Board of Trustees in its meeting on May 16, 1969 and constituted the last

step in finalizing this major revision in the Faculty Bylaws.

As a professional college with a long tradition of open and congenial relationships among administrators, faculty, and students, the faculty of the College of Forestry had always played a major role in the development and implementation of academic policy. Also, it is doubtful that individual faculty ever felt unduly restrained to express their views in faculty meetings. Nonetheless, the adoption of the revised Bylaws providing, among other privileges, for the election of a member from their own midst to preside over their deliberations in official meetings, did much to improve the morale of the Faculty at large, to give it a feeling of greater freedom and control in fulfilling its role within the College. It served to enhance the opportunity for faculty to participate vigorously and fully in the development of the academic program of their institution, the goal that Chancellor Gould had sought to achieve on all campuses within the University.

Student Unrest and Security

The late 1960's and early 1970's were marked by widespread student unrest and rebellion and a general breakdown in security on the campuses of many of the nation's universities and colleges. The underlying causes may never be completely understood, but opposition to the Vietnam war, the alienation of minorities, and the increasing use of drugs were major contributors to the situation.

The College of Forestry was fortunate in that its student body remained supportive and evidenced little use of drugs throughout this period. This was quite extraordinary in view of the College's location near a depressed section of the city and the close

association of its students with those of Syracuse University who exhibited considerable activism and rebellious behavior. Early in the 1970's, the forestry students voluntarily organized themselves to protect the College from physical damage and the disruption of its activities by marauding students and others from Syracuse University and others from the Central New York Community, manning a 24-hour patrol of the campus boundaries. On at least one occasion, students of Syracuse University who were attempting to block entrance to the College at the Irving Avenue entrance were actually dislodged bodily by forestry students. Such action reflected student loyalty at its best and engendered strong feelings of pride throughout the College of Forestry family.

The general avoidance of involvement in student protest movements and the use of drugs by forestry students has been attributed to their good motivation toward a college education and their strong professional orientation. Most have made a firm decision as to where they want to go career-wise and they know what it takes to get there.

Though it was thus largely spared the disruptive tendencies of student activism, the College did have a security problem. Its security force was grossly understaffed, consisting of two Institutional Safety Officers, four Watchmen, and one Laboratory Caretaker. It was not possible for these few personnel to provide round-the-clock protection for all major buildings on campus, which had doubled in number between May, 1968 and January 1969. Theft was a constant threat and on May 20, 1968, important instructional aid equipment valued at close to \$8,000 was stolen. As a consequence, a request was submitted by the Dean in a Supplementary Budget for

1968-69 and again in the Budget for 1969-70 for an addition to the College security force.

Problems of security and student regulations were of considerable concern at the University level, and in the summer of 1967, Chancellor Gould requested each campus to submit a report on "Campus Security and Drug Use Control." This was followed by amendments to strengthen College Rules and Regulations in the area of drug use and student conduct approved in May, 1968 by the College Board of Trustees. The Board of Trustees of State University also adopted a "Resolution on Student Conduct and Behavior," and Chancellor Gould issued a set of "Guidelines on Student Conduct Regulations" for the University at large. And in a meeting of Presidents of State University units, the need for up-grading security positions to attract better people and for professionalization of campus security forces with intensive training was strongly emphasized. These efforts in subsequent years led to a substantial strengthening of security throughout the University, the College included.

Financial Support

Financial support for the College continued to increase rapidly throughout most of the 1960's. General operating funds available from State appropriations, sponsored research and income funds in 1960-61 approximated \$2,400,000. By fiscal year 1965-66 they had increased to nearly \$4,700,000 and by 1969-70 to over \$7,400,000. However, by the end of the decade, changing national priorities, a tightening economy, and developing fiscal problems at the State level had begun to reduce the availability of appropriated and

sponsored funds for research and instruction and to place severe constraints on the budget for State University. Also, this was a time when increasing student enrollments and the expanded research efforts of the College required several new positions, but none were being made available. It served to curtail many activities and placed an increased workload upon the existing faculty and staff. This was a situation that was to become increasingly more severe as the College moved into the 1970's and faced the growing demands of the environmental movement.

THE APPOINTMENT OF A PRESIDENT

Throughout the administration of Dean Jahn, whose appointment as such was made on a year-to-year basis because of his age, the search for a qualified candidate to fill the position of President of the College was continued, though with somewhat less vigor, perhaps. Dean Jahn was highly respected professionally, was well liked personally, and his performance as Dean was given high marks by the College faculty as a whole. The faculty would have been pleased to have him continue in the position indefinitely, but his age rendered this impossible under existing State University policy.

As of the spring of 1969, the Faculty Search Committee had available five qualified candidates who had been brought to the campus for interviews by the Committee and the faculty. Among them was Dr. Edward E. Palmer, at the time the Director of Overseas Academic Programs in the Office of International Studies and World Affairs of State University of New York. Dr. Palmer was a graduate of Middlebury College in Vermont, class of 1939, and had

obtained a Ph.D. in Political Science and Public Administration from Syracuse University in 1949, following service as a commissioned officer in the U. S. Navy from 1942 to 1946. During and following his doctoral studies, from 1946 to 1964, he had served as a member of the faculty of Syracuse University in the fields of Citizenship, American Studies, and Political Science, rising in academic ranks from Instructor to Professor. He had been granted two extended leaves from Syracuse University, one to serve for a year as Visiting Lecturer in American Civilization at the Netherlands Training Institute for Foreign Service, Breukelen, Holland; and the other for two years as Director of the the Salzburg Seminar in American Studies, Salzburg, Austria.

In late academic year 1964-65, Dr. Palmer had left Syracuse University to accept a position with State University of New York as Director of Overseas Academic Programs with the newly established Center for International Studies and World Affairs at Planting Fields, Long Island. It was while serving in this capacity that Dr. Palmer was recommended as a highly qualified candidate for President of the College of Forestry by a close personal friend and former doctoral student associate at Syracuse University, who was then also a member of the staff at the Planting Fields Center, serving as Director of International Contracts and Services.

In May of 1969, Dr. Palmer was invited to the College Campus for interviews with the Search Committee and Faculty. Shortly following this visit, the Search Committee canvassed the faculty by secret ballot proposing Dr. Palmer as the preferred candidate for President but providing an opportunity for them to vote on the full slate of five candidates then deemed available and qualified for the

position. A substantial majority of the faculty in this balloting supported the nomination of Dr. Palmer and, accordingly, his appointment as President was strongly recommended to the Selection Committee of the Board of Trustees.

In a special meeting of the Board of Trustees, held at Lake Meadows Inn, Cazenovia, on June 23, 1969, preceding a social gathering to honor the retirement of Chancellor Tolley of Syracuse University, the appointment of Dr. Palmer as the first President of the State University of New York College of Forestry at Syracuse University effective September 1, 1969 was unanimously approved. At this same meeting, the Board approved the extension of Dean John's service to the College as a Professor for the academic year 1969-70. This was a one-year appointment with the understanding that Dean Jahn would retire in 1970 with the title of Dean Emeritus. The appointment was made, however, subject to the concurrence of the incoming President and the Chancellor of State University.

THE PALMER YEARS: A BROADENED MISSION

In less than a month and a half after assuming the responsibilities of President of the College of Forestry, Dr. Palmer presented his first report to the Board of Trustees. The report represented a departure from those of previous fall reports to the Trustees in that it presented some of the Presidents' initial impression of the College, and was directed toward raising questions rather than answering them in hopes of stimulating discussion.

The President was impressed with the size of the College's campus--some 24,000 acres--- and the problems it posed in administering to a series of programs each located in a different area of the State. He was equally impressed with the recent expansion of facilities on the main campus comprised of the newly constructed Moon Library, Biological Sciences Building (Illick Hall), and the Wood Fiber and Paper Laboratory which had been accepted by the College in February, 1969 and dedicated as the J. Henry Walters Hall and C. Earl Libby Laboratory. He noted however, that the addition of these new facilities had served to reveal and dramatize some major weaknesses or drawbacks, specifically an obsolete telephone system and a computer system of far too limited capacity to permit expansion and refinement of instructional, research and administrative operations. The President went on to indicate some aspects of College administration that, for a variety of reasons, had developed over the years in assignments of responsibilities that were "...not in accord with the best traditions of administrative organization." He expressed his intent to undertake a review and revision of administrative organization at the College and asked for the full support of the Trustees in that

endeavor.

The President referred briefly to the vagaries of the budget process, and stated he was "...deeply impressed by the well-springs of spontaneity, ingenuity, and brilliance represented in the staff and faculty at the College of Forestry," as evidenced by the "variety of imaginative suggestions requiring substantial funding" that had been brought to his attention. He concluded by stating that he had never encountered a university or college anywhere, at home or abroad, that "....so thoroughly articulates the finest traditions of collegueship and devotion to duty as one finds at the College of Forestry."

Environmentalizing the College

President Palmer began his administration of the College at a time when student interest in higher education and the needs for research in fields represented by the College were rapidly expanding. It was also a time when when financial support for education and research from federal and State sources was becoming increasingly difficult to obtain. Competition for funds among the campuses within the State University system was growing in intensity, and for the College to obtain its fair share of the limited support available to the University, it had to demonstrate its worthiness, both in terms of the quality of its performance and the importance of its specialized mission. To improve its position, indeed to survive, called for the best that the College and its administration could offer.

Immediately upon taking office, therefore, the new President,

not a resource specialist but one highly educated and experienced in the processes of higher education, government and administration, began to search for some means by which the College could demonstrate its uniqueness, by which it could reveal for all to see, and especially those who controlled its destiny, the essential character and relevance of its programs in relation to the problems of the day. The environmental movement, which then had come to envelop the nation and much of the world, provided the answer for which he sought.

Forestry and the Environment

Though not the first to speak out on the issues of environmental degradation, Rachel Carson in her book Silent Spring had done much to focus attention on the consequences of introducing toxic chemicals into the environment. Public pressure for measures to protect the environment developed rapidly, and in January, 1970 Congress responded by enacting the National Environmental Policy Act (NEPA), which established the Council on Environmental Quality (CEQ) and required evaluation of potential environmental impacts of pending federal legislation and agency programs. Later that year, the Environmental Protection Agency (EPA) was created by Executive reorganization with Congressional approval, with responsibility to enforce environmental standards, monitor conditions, and conduct relevant research.

Throughout much of its history, forestry had been the standard bearer of conservation within the United States. America's first conservation movement at the end of the nineteenth century focused

on the nation's forest resources, and reached its culmination under the leadership of President Theodore Roosevelt and his right hand conservation advisor, Chief Forester Gifford Pinchot.

Under the nation's second conservation movement, launched during the Great Depression years by another Roosevelt, Franklin Delano, foresters again were in the forefront improving the protection and management of forest lands, both public and private; developing public parks and recreation areas; and planting trees for purposes of soil stabilization, watershed protection, the improvement of wildlife habitat, and the beautification of the countryside. The unique Prairie States Shelterbelt Project, launched during the early years of the Depression by the U. S. Forest Service at the personal request of President Roosevelt and extending from North Dakota to Texas, had the immediate objective of "putting people to work." But essentially, it was an environmental improvement project, designed to ameliorate the severe climate of the plains region--to protect farmsteads and fields from the ravages of the cold winds of winter and the hot winds of summer, to reduce soil erosion, conserve precious moisture, improve the habitat for wildlife, and to add to the beauty of the prairie landscape. The profession of forestry had been, was and always would be, an environmental profession in the truest meaning of the term.

With environmental concerns uppermost in the minds of many Americans, particularly New Yorkers already plagued with water shortages, polluted lakes and streams, toxic wastes and deteriorating landscapes, it appeared both timely and advantageous for the College to forcefully proclaim the traditional environmental character of its forestry programs and the depth and breadth of its

expertise to resolve environmental problems. With this end in view, President Palmer moved vigorously to reorganize the College so as to dramatize and address environmental concerns more effectively.

Reorganization of the College

The President submitted his plan for reorganization of the College to the Board of Trustees at its Annual Meeting May 22-23, 1970, held at the Minnowbrook Conference Center of Syracuse University at Blue Mountain Lake. It was an ideal setting in which to review the ecological crisis, the ameliorating and aesthetic influences of the forest environment in relation to the physical and spiritual well-being of society, and the special capabilities of the College to contribute to the protection and improvement of the natural environment.

The major substance of the President's proposed reorganization of the College consisted of a rearrangement of programs into three schools with new names and a retitling of administrative positions. Specifically, this involved changing the name of the School of Resources Management to School of Environmental and Resource Management comprised of the three existing resource departments (Forestry Economics, Forest Management, Silviculture) plus a proposed new Department of Policy and Program Affairs; the creation of essentially a new School of Environmental and Resource Engineering made up of the Departments of Forest Engineering, Paper Science and Engineering, and Wood Products Engineering; and the transfer of the Department of Forest Chemistry to the School of Biological Sciences and renaming it School of Biology, Chemistry and Ecology. No change was proposed for the existing School of

Landscape Architecture.

In line with the change in title of the Chief Administrative Officer from Dean to President, the existing positions of Associate Deans for Instruction and Research were elevated to Vice President for Academic Affairs and Vice President for Research. In addition, the existing positions of Dean of Students and Assistant Dean for Administration were raised to the Vice President level.

At the School level, the former title of Director was changed to Dean, as was also the Director of Graduate Studies and Director of the Office of Public Service and Continuing Education, renamed Office of Communications, Continuing Education and Public Service.

An organizational chart showing in detail the proposed distribution of functions among the Offices of the President and Vice Presidents and School Deans is presented in the Appendix.

The proposed restructuring of the College, though it represented a significant departure from the preceding organization, was approved by the Board of Trustees and promptly implemented with relatively few changes. In ensuing months, the attention of the College was directed toward a critical review of curricula and course offerings, research, and public service activities with particular concern for their environmental relevance, as well as to better meet changing professional needs and a changing student clientele. Students previously attracted to the College because of its forestry and related offerings, were now seeking admission in increasing numbers because of an interest in all facets of the environment. Efforts to refine and strengthen the new organizational pattern of the College continued unabated,

nevertheless, at all levels.

A New Mission.

In moving to restructure itself so as to better address environmental concerns, the College of Forestry was not alone. Prompted by the new environmental legislation being enacted and considered at the national level, much of it designed specifically to support educational, research and public service programs, universities and colleges throughout the country were moving to introduce new programs to capitalize on the environmental movement. Within the State of New York, an increasing array of bills were being introduced in the State Assembly and Senate to address environmental concerns, many of them with provisions that if enacted, would also contribute to a proliferation of State institutions involved in environmental education, research and public service activities. The University Centers of State University and several of its unit colleges were moving vigorously to introduce programs of environmental studies and research. While the four University Centers and the Cornell State College of Agriculture and Life Sciences were in general qualified to address environmental problems, for several of the smaller colleges the introduction of environmental programs represented a new field of endeavor, undertaken with little or no background or experience in relation to the environment.

For the President and the faculty of the College of Forestry it was bitter irony indeed that in the process of this proliferation of environmental activity within the State legislative and administrative structures and the State University System, only very

limited attention was being given to the College of Forestry. The President found this disconcerting, to say the least, especially in the light of the College's substantial contributions over the years to environmental-related education and research. Many of its graduates and faculty had been major participants in the conservation movements of the past, and several occupied high-level positions of responsibility in the current environmental movement at both the state and federal levels of government and in private industry.

In his annual report to the Board of Trustees in the fall of 1971, the President reviewed the dominant role that forests had played in the American view of the environment throughout its history. It was a role that in his estimation, had been based not on science, but on a kind of religiosity best expressed in American literary efforts, almost all of which treated the forest in romantic, sentimental and emotional terms. This view of forests and forestry still persisted amongst a large segment of the American people, and accounted, at least in part, for the misconceptions which they held in regard to the College of Forestry and its programs.

The College obviously had an image problem and the President believed that the time had come to do something about it? He posed four questions for consideration; namely,

What are we really?
What do we really accomplish?
Where are we going?
What shall we call ourselves?

In his view, the college had become a major if not the major institution in the country in articulating a broad program in what

he would call Environmental Science. Through its efforts over the years to produce the ideal professional forester and related forestry specialists, the College had accumulated the broad spectrum of interests and skills explicit in the concept of environmental scientist. The three newly restructured schools of the College, together with the existing School of Landscape Architecture, provided the range of investigative, designing, engineering and managerial skills which he deemed necessary for an expression of the concept of environmental science. Thus the President proposed that the College be thought of, and perhaps be called a College of Forestry and Environmental Science.

In early September of 1971, President Palmer had requested the Faculty to consider the question of a change in the name of the College, suggesting "Forestry and Environmental Science," "Environmental Science and Forestry" or some other name. In a meeting on September 29, the Faculty put the question to a vote and the majority favored the name, "College of Forestry and Environmental Science." Some months later, on January 26, 1972, the President reported the "good news" to the Faculty that the name change, along with a revision of the original charter of the College to reflect its new environmental science focus, had been approved as State University of New York College of Environmental Science and Forestry.

The "at Syracuse University" had been dropped to clarify the misconceptions that were widely held regarding the status of the College as a unit of the State University and its implied relationship with Syracuse University.

The fact that the new name officially endorsed for the College

differed from that which it had voted for in its September 29th meeting proved somewhat disconcerting to the faculty. A substantial number of them as well as many alumni, viewed this new name with considerable skepticism, for they saw in it the inevitability of ultimate diversion of the College from its traditional forest resource orientation. In their view, the statutory role of the College of Forestry had been firmly established for 60 years. It was the only professional forestry institution in the State, and it was clearly recognized and accepted as such in all quarters. Its mission was clear and uncontested. It had no major program competitors.

In contrast, Environmental Science was ill defined, could be viewed as encompassing all of one's surroundings, and was considered by most universities, colleges and research institutions within the State as being a legitimate area of operation for them to pursue. For the College to overemphasize Environmental Science was thus to risk proliferation of its activities beyond its capabilities, if not beyond that of a specialized college, and to invite undue competition both from within and outside the State University system. To have adopted the name "College of Forestry and Environmental Science," as the faculty had proposed, would have enabled the College to retain its strong forest resource orientation, and yet address related environmental issues within its area of expertise. If the College was plagued with an image problem, they believed the answer was not to "kill the goose that laid the golden egg," but to educate the people of the State as to the true meaning of forestry in relation to the management of one of

the world's major ecosystems and the protection and improvement of both natural and man-made environments.

However, the College of Forestry had acquired a new name and the challenge now was to show that it was worthy of it.

"The New Synthesis" -

While the day-to-day task of teaching, conducting research and serving the public proceeded at an ever-increasing pace, the administration continued to focus attention on refining the organizational structure of the College to enable it to better fulfill its new mission. Two major proposals for refinement and development were presented in the President's 1972 Annual Report which he entitled "The New Synthesis." One was the establishment of the College Institute of Environmental Program Affairs. The other was the creation of a new discipline -- environmental science -- and a new kind of institution to implement it -- a National Academy of Environmental Science.

The Institute for Environmental Program Affairs was designed to integrate the overall research program of the College with agency liaison and public service efforts in a coordinated and bold attack on environmental concerns. Its major functions included Research, Demonstration and Information, Social Policy, and Central Program Services. The Institute was approved by the Board of Trustees and promptly implemented as an integral addition to the College administrative process.

The National Academy of Environmental Science was conceived to become a truly national institution, funded by the Federal Government along the same lines as it funds its military academies.

Students would be selected nation-wide, perhaps by Congressional appointment, and would be supported by Federal fellowships. The Academy would be dedicated to the education of the ideal environmental scientist, a new kind of specialist who would conceive of the environment as a synthesis of interrelated systems -- land, water, air and all life forms -- and seek to understand them as comprising a coherent whole. The Academy also would perform other functions, mainly the conduct of research and the collection and dissemination of information pertaining to environmental science. While the concept of the Academy was novel and not without merit, it failed to attain the broad-based support to make it a reality. In subsequent years, the administration moved to have the College declared the State University's "Center for Environmental Science," but this too failed to be realized. Such action undoubtedly would have been strongly opposed by most of the State University Centers, several of the 4-year colleges, and the College of Agriculture and Life Sciences at Cornell, all of which were engaged in some form of environmental education and/or research.

Other Organizational Changes

Throughout the Palmer years, a number of organizational changes were made at both the College and the School and Institute levels designed to improve administration and further program integration and implementation. A major change in the internal administration of the College occurred in (1973-74) with the elimination of the positions of Vice President for Academic Affairs and Dean of Graduate Studies, and the consolidation of all instructional, research and public service programs under the

administration of a Vice President for Program Affairs. Two Assistant Vice President positions responsible to the Vice President for Program Affairs were created and assigned responsibility for Research and Graduate Study, respectively. The assistant Vice President for Research also served as the Director of the Institute of Environmental Program Affairs, whereas the Assistant Vice President in charge of the graduate program was later assigned responsibility for all instruction and given the title Assistant Vice President for Academic Affairs.

College-wide advisory services to the President and Vice Presidents were supplied via an Administrative Conference which met weekly with the President presiding. Members of the Conference included the vice presidents and school deans, plus a student representative and the President of the Alumni Association. A Program Advisory Committee comprised of the school deans also functioned on a weekly basis under the chairmanship of the Vice President for Program Affairs.

At the school level, the School of Environmental and Resource Management was one of the first to restructure itself, dissolving its three Departments of Forestry Economics, Forest Management and Silviculture and operating for a time without any formal organization of its faculty. The dissolution of departments was largely a strategic move toward reducing internal tensions that had developed unduly over the past decade or more. Following a period of operation as a more or less single department, the School reinstated a departmental structure consisting of Departments of Managerial and Social Sciences, Resource Policy, and Silviculture and Forest Influences. The Departments of Resource Policy and

Managerial and Social Sciences were later integrated into a Department of Resource Management and Policy, staffed by faculty who formerly comprised the Departments of Forestry Economics and Forest Management.

Enrollment in the School of Environmental and Resource Management increased substantially during the 1970's. An increasing number of the students entering the School were attracted by its name which excluded any reference to forestry. Yet the School's undergraduate curriculum was the accredited professional forestry program of the College. Students whose primary interest was Environmental Management thus often objected to having to take certain of the required professional courses in the curriculum. This led to recommendations within the faculty for a change in the name of the School.

In June, 1979 the change in its name to School of Forestry was approved, at which time the Applied Forestry Research Institute was dissolved and its staff integrated into the School. Throughout most of the seventies, the mode of administration of the Institute at both the College and Institute levels had brought it into increasing conflict with the program and responsibilities of the School of Environmental and Resource Management, as well as with several outside agencies. Proposals for consolidation of the two units had been made early in the decade, but were deferred pending certain personnel changes.

Changing the name of the School of Environmental and Resource Management to School of Forestry and integrating within it the Applied Forestry Research Institute staff again gave visibility to

professional forestry education within the academic program of the College, and it did much to strengthen the overall program of the School. For the first time in a decade, the School had direct responsibility and control for instruction, research and public service activities within in the broad field of forest resource management and policy, including the silvicultural and related sciences, and was permitted to function as the outreach of the College in these areas. Forestry was again back in the picture.

Later on in the Palmer administration, further restructuring occurred at the School level designed to facilitate interdisciplinary program development and administrative efficiency. A major change was implemented within the School of Biology, Chemistry and Ecology which consisted of the consolidation of the Departments of Botany and Pathology, Forest Entomology and Forest Zoology in a single Department of Environmental and Forest Biology. The repercussions of this consolidation still remain and its merits still to be determined.

Another organizational change in the program of the College was the abolishment of the State University Water Resources Center in 1971 by specific stipulation in the budget determinations of the State Legislature. This action was prompted in the name of economy and while this was possibly an important factor in the determination to abolish the Center, the importance of water in the domestic and industrial life of New Yorkers renders it difficult to believe economy was the only concern. There were institutions both within and outside the State University System that had never been very enthused with the establishment of a major water research program at the College of Forestry.

the College of Forestry.

Program Development

The initial years under President Palmer were focused not only on reorganization to reflect environmental concerns. A critical review of the instructional program with a view toward curricula revision and new program development was also an essential part of the process of environmentalizing the College. In addition, there were a number of instructional issues that required resolution, many of them pending from the preceding administration. Not the least of these was the need to devise a more formalized and less costly system of accessory instruction and other service arrangements with Syracuse University. This problem was tackled early on and subsequently resolved through the implementation of a contractual relationship which provided for the provision of the usual academic services by Syracuse University on a negotiated per-credit-hour rate for a given number of credit hours.

Curricula Revision

Virtually all Schools moved promptly to implement curriculum changes and course offerings reflecting the growing environmental emphasis and relevance. Illustrative of these were the introduction of a new program in Forest Technology leading to an Associate of Science Degree in Applied Science for Ranger School students, and a major revision in the accredited professional forestry program of the School of Environmental and Resource Management. The revision re-emphasized the use of the forest as an outdoor laboratory for instruction, devoting the Summer Session in Field Forestry and the

fall semester of the Junior year to instruction conducted respectively at the Warrensburg Pack Forest and the Heiberg Memorial Forest at Tully. A unique feature of the revision provided for a free elective semester during the Spring of the Senior year when students could focus their studies within a given area of minor concentration, or study off-campus in another qualified institution or program. Areas of concentration available for election included Applied Resource Management, Management Science, Forest Resource Science, Environmental Education and Communications, Urban Forestry, and World Forestry. Full implementation of this curriculum occurred in 1975-76. The curriculum in Landscape Architecture, substantially revised in the late 1960's, was further modified to broaden its international off-campus study opportunities.

Another Accreditation Review of College programs was carried out in 1971 by three visitation teams representing the Middle States Association of Universities, the Society of American Foresters and the American Society of Landscape Architects. All of the review teams submitted laudatory reports, the School of Landscape Architecture's program being cited as one of the best in the nation. The newly revised curriculum of the School of Environmental and Resource Management was still in the process of faculty consideration, but it was reviewed tentatively and favorably endorsed by the SAF team.

The SAF review team specifically expressed the hope that the College would continue to develop its educational program in world forestry, one of the few in the nation, which appeared might be in jeopardy because of the elimination of the Office of International Forestry in the organizational structure of the College when the

Director of the Office was appointed Dean of the School of Environmental and Resource Management. The School had provided for a minor concentration in world forestry in its new curriculum, as noted above. Some years later, when the College moved at the request of State University to consolidate and reduce the number of its graduate programs, the Interdisciplinary Graduate Program in World Forestry was abolished as such. At that time, International Forestry was included as an optional area of graduate study in the School of Environmental and Resource Management.

In conjunction with the revision of curricula, the movement of the College toward senior college status continued to focus attention on improving better program articulation with the community colleges to facilitate the admission of their students at the Junior level. In general, this involved providing greater flexibility in admission requirements and increasing opportunities for make up of deficiencies, in addition to the development of dual enrollment arrangements with a select group of community and other colleges. Over 50 pre-environmental science and forestry programs have been developed to date in cooperation with collegiate institutions, both within and outside the State.

The move to full senior college status was finally consummated with the admission of the last freshmen class in 1978. Supposedly implemented as an economy measure to reduce accessory instruction costs with Syracuse University, as well as to bolster sagging enrollments in the community and 4-year colleges, the senior college idea had never been widely supported by the faculty. Many believed it would result in a decrease in the number of applications for

admission to the College, a decline in student quality, and would increase the difficulty already faced in providing a meaningful professional education at the baccalaureate level. Experience to date would seem to lend credence to this view.

New Instructional Programs

While most instructional efforts designed to address the environment consisted of revisions and new course offerings in existing curricula, a few new programs with this specific objective were introduced. Included among these at the undergraduate level was a program providing a minor in Environmental Studies, and a Dual Program in Environmental Biology and Resources Management. At the graduate level, efforts initiated during the administration of Dean Jahn led to the introduction of an Interdepartmental Graduate Program in Chemical Ecology.

A major development in graduate education in relation to the environment was the introduction of a College-wide Graduate Program in Environmental Science. This was a program that President Palmer deemed especially necessary, in part for strategic reasons, but the establishment of which was opposed by a substantial number of faculty who believed it offered nothing that could not be achieved under existing programs. While the development of this program has faced many difficulties, it has proved surprisingly popular among students, having attained one of the largest enrollments of all graduate programs. This would seem to indicate that the program is fulfilling a need, and is attracting students to the College who probably would not come were it not available.

One of the significant changes in the graduate program of the

College occurred in 1975-76 with the consolidation of 33 formally established graduate degree programs into 13 broader-based programs. The reduction in programs was undertaken at the request of State University in an effort to streamline and improve the quality of graduate offerings.

Research

The research program of the College, based substantially on extramural funding, continued to expand throughout the decade of the seventies despite diminishing fiscal support at the State level and rising costs of all goods and services. Increasingly, research was initiated dealing specifically with environmental problems. Many of the studies undertaken were interdisciplinary in their approach and were more in the order of public service, perhaps, than research. Illustrative of these were a definitive study with recommendations relating to solving the water supply needs of the Metropolitan New York area. The study was carried out by the Temporary State Commission on the Water Supply Needs of Southeastern New York, under the staff direction of College personnel. Other projects involved the preparation of reports with input from College personnel for two Temporary Commissions, one covering the Tug Hill region and the other the Catskill Mountain area, plus a series of special projects undertaken for the St. Lawrence-Eastern Ontario Commission, the Adirondack Park Agency, and the Central New York State Parks and Recreation Commission. Additional environmental projects in which College personnel played a major role included a comprehensive study to determine the environmental impacts of year-round operation of the St. Lawrence Seaway on the ecology of the River; and studies of

the environmental impacts of different cutting practices in Northern hardwoods, of nuclear power parks versus dispersed plant sites, and of the incidence and effects of acid rain.

The establishment of the Adirondack Ecological Center at the Newcomb Campus of the College in 1971 dedicated to research, education and public information relating to Adirondack ecosystems and their management did much to strengthen the presence of the College in furthering the ecologic, economic and aesthetic values of that important forest-related environment. Also, the acquisition by gift of Wellesley Island, formerly a Coast Guard Station in the American channel of the St. Lawrence River, proved a valuable addition to the field resources of the College, especially for studies of aquatic environments.

A hallmark in the growth of the College's research program during the Palmer administration was the rapid expansion in funding from extramural sources. In 1970-71, expenditures from sponsored funds approximated \$1,120,000 or 56 percent of the total support available for research. By 1983-84, research expenditures from extramural funds had reached nearly \$3,600,000. Changes in sponsorship patterns had taken place in the early eighties, with increases in funding from the Environmental Protection Agency and Department of Energy, and decreases from the Department of Agriculture, Department of the Interior, National Science Foundation, and the National Institutes of Health.

Continuing Education and Public Service

The establishment of the School of Continuing Education in the reorganization of the College in 1970 served to formalize and facilitate the implementation of College-wide efforts in this sphere. The number of courses serving continuing education needs were increased considerably in all Schools, as was the number of workshops, short courses, conferences, symposia, and the like. Illustrative of activities in this field during the early 1980's were a series of workshops offered to personnel of the State Department of Environmental Conservation and forest industry, and a two-week course in Economics and Land Management Planning developed and presented for U. S. Forest Service personnel by the School of Forestry; a week-long short course on rural conservation conducted for 88 participants selected nation-wide by the School of Landscape Architecture; an International Symposium on Scleroderris Canker of Conifers conducted by the School of Biology, Chemistry and Ecology in cooperation with the U. S. Forest Service and the Canadian Forest Service; and a one-week short course for waste water treatment operators conducted by the School of Environmental and Resource Engineering. Because of its limited staff, the School of Continuing Education functions mainly as a coordinator of continuing education and extension activities on a College-wide basis. This is done by working through coordinators of Continuing Education and Extension who have been named in each of the Schools.

International Activities

College involvement in international activities which developed rapidly under Dean Shirley continued throughout the Palmer administration, though at a somewhat reduced scale. Following the elimination of the Office of International Forestry in 1971, most of its functions were continued under the direction of the Dean of the School of Environmental and Resource Management. Foreign student enrollment continued at a high level, though the number of students electing graduate study in world forestry declined due to decreasing job opportunities in this sphere at both the national and international levels.

The College continued its membership in the International Union of Forest Research Organizations, with several members participating actively in its programs, and obtained Membership in the Organization for Tropical Studies. The latter is a consortium of some 15 to 20 American Universities and the University of Costa Rica which was formed in 1963 with sponsorship by the National Science Foundation. The organization had acquired an area of mature tropical forest in Costa Rica and developed facilities for education and research in tropical forestry and ecology. With the development of the fiscal crisis in the early seventies, however, the College was forced to discontinue its membership in both of these organizations, although it was later re-established in the International Union of Forest Research Organizations.

In response to renewed Federal interest in international forestry development, prompted largely by environmental concerns over the rapid rate of deforestation in the tropics, the College in 1978 joined with the Universities of Idaho, Michigan, Washington,

Arizona and North Carolina State in a consortium entitled "Universities for International Forestry." The purpose of the consortium was to further education, research and technical services in international forestry, and to enhance the competitive position of its members in obtaining Federal grants and contracts in support of these activities. The Executive Secretariat for the consortium, along with business services, were provided by the College for two or three years in the early eighties. However the consortium proved unsuccessful in obtaining significant research grants or contracts and was dissolved in 1984.

In 1976, the Food and Agriculture Organization of the United Nations invited the College to submit a proposal to assist in the establishment of a Forestry Research Institute for the Socialist Republic of the Union of Burma. Based on a proposal prepared by the School of Environmental and Resource Management, the College was awarded a contract to supply 109 man-months of technical services over a 4-year period. The contract was implemented October 1, 1978 and subsequently extended for an additional three years, but at a substantially reduced scale. Approximately 15 specialists have served in residence in Burma under this project, eleven of them faculty members or alumni of the College.

Two stellar international activities of the College have been the research program of the Empire Paper Research Institute (ESPRI) and the Off-Campus Program of the School of Landscape Architecture. A history of the development and accomplishments of ESPRI and the world-wide Association of pulp and paper firms that support it, prepared by Dean Emeritus Edwin C. Jahn this past year, has been

referred to earlier and requires no further mention here.

Major assistance in initial arrangements for the off-campus program, better known as the Foreign Study Semester, of the School of Landscape Architecture was provided by President Palmer in 1968-69 while he was still serving as Director of Overseas Study Programs in SUNY Central Administration. The program has achieved notable success professionally and has added significantly to the prestige of the School and the College.

Student Enrollment

Student enrollment in the College, as noted earlier, maintained a fairly constant and significant rate of increase throughout the decade of the sixties, rising from 618 undergraduates and 161 graduates in the fall of 1961 to 1,320 and 273, respectively, in 1970. This represented an average annual rate of increase of 90 students, inclusive of 78 undergraduates and 12 graduates. Including non-degree students at both the undergraduate and graduate levels, plus Ranger School students and students from Upstate Medical College and Syracuse University taking College courses and not considered in enrollment records prior to 1968, the overall enrollment in the College in 1970 approximated 1840.

With the growing interest in environmental issues in the early seventies, the upward trend in student enrollment continued, the average annual rate of increase being somewhat higher at the undergraduate but lower at the graduate level than during the preceding decade, approximating 81 and 8 students annually. This trend continued to 1975 when undergraduate and overall College enrollment reached a peak of 1811 and 2487 students respectively,

and then began a downward trend, dropping to 798 and 1367, respectively, in the fall of 1985. This included the enrollment of Ranger School students who became classified as a part of the undergraduate student body with the implementation of the School's Associate of Applied Science Degree program in 1978.

The upward trend in graduate student enrollment continued throughout the decade of the seventies and reached its peak of 430 students in 1980. It then began a slow, somewhat irregular rate of decline, dropping to 385 students in the fall of 1985. Total College enrollment, including all full-time and part-time students plus those registered in College courses from Syracuse University and Upstate Medical College, dropped from its peak of 2,487 students in 1975 to 1365 in 1985, or an average annual rate of decrease of 112 registrants.

The decline in student enrollment at both the undergraduate and graduate levels is a national trend and due in part to the drop in college-age students and a somewhat depressed economy. However, part of the reduction in enrollment in the College is related directly to the move to Senior College status which was accomplished with the admission of the last Freshmen Class in 1978. It will take some time to adjust to this situation, to be sure, but meeting College enrollment goals in the years ahead is not expected to be simple or possible without intensive recruitment efforts on the part of the institution.

Financial Support

The severe financial stress under which the College operated during the 1970s is evidenced by a comparison of its annual expenditures from regular State appropriations during these years compared with the preceding decade. From fiscal year 1960-61 to 1970-71, its annual expenditures from this source rose from \$1,865,223 to \$7,000,000, or at an average annual rate of increase of \$513,478. During the following decade, regular State appropriations to the College increased at an average annual rate of only \$467,000, reaching a total of \$11,674,000 in fiscal year 1980-81.

Fortunately, the reduced rate of increase in State appropriations was offset in part by an increase in funding from extramural sources through the Research Foundation of State University. Expenditures in support of College research and other services from sponsored funds rose from \$516,773 in 1960-61 to \$1,156,129 in 1970-71 and to \$3,476,371 in 1980--81. In other words, the contribution of sponsored funds to the overall operating budget of the College rose from an annual average of roughly 11 percent during the 1960's to over 33 percent during the 1970's.

The financial health of the College nevertheless suffered greatly throughout most of the Palmer years due to inadequate State support and the ravages of inflation. Whereas the average annual rate of inflation approximated 2.2 percent during the 1960's, for example, it averaged 7.8 percent during the 1970's. In terms of 1980 dollars, the purchasing power of the College's total operating budget of \$8,156,129 in 1970-71 was equivalent to roughly \$15,929,940; nearly \$800,000 more than the operating budget actually

received by the College in 1980-81.

The Palmer Years in Retrospect

It is still far too early to attempt an in depth evaluation of the effects of the Palmer administration upon the future character, growth and development of the College. That it had a major impact on both the structure and program of the College is clearly evident. But what its long-term effects on the College will be remains for the future to determine and appraise, most appropriately, perhaps, in conjunction with the College's Centennial Anniversary Celebration in 2011.

The Palmer years no doubt will be remembered by current generations of alumni and faculty as "the years of environmentalization of the College". However, it also will be remembered that they were not the best years in the growth and development of the institution. The early years, as we have noted, were plagued by rising student unrest throughout the university system of the nation; a developing fiscal crisis in the State, coupled with rapidly rising inflation, student enrollments and faculty workloads; crippling reductions in faculty and support positions and in general operating funds; and small and infrequent salary increases for a faculty already at salary levels substantially below those of comparable personnel within State University and most outside competing institutions.

Because of the tight fiscal situation, it was necessary for the administration to rely heavily upon the internal reallocation of resources as the major, if not the only means for addressing the new environmental objectives of the College. This did not make for a

happy situation, obviously, since it meant taking positions and operating funds away from established programs, most of them directly forestry related and usually with the largest and most rapidly growing faculty workloads.

Finally, as the College moved to address the broad field of Environmental Science, the strong sense of direction and purpose that for 60 years had characterized College of Forestry operations and had served to bind its students, faculty and administration together, began to deteriorate. The community of spirit born of a commonality of professional understanding and purpose virtually disappeared.

Along with this, and in part because of it, internal relationships and communications began to break down. External relationships also suffered, especially those with the State Department of Environmental Conservation and the State College of Agriculture and Life Sciences at Cornell University. In the latter case, it resulted in the demise of the Natural Resources Committee that had been established by the two Colleges in 1962 to resolve differences and expand the areas of cooperation between them.

Despite these difficulties, which were more a product of the times than of the personalities involved, the Palmer years witnessed notable progress in the development and implementation of the expanded mission of the College. Environmental concerns were given both visibility and substance within the overall structure and program of the College, while maintaining the credibility of its basic professional programs. Its research and public service programs were expanded significantly. And major improvements were

realized in College-wide maintenance, security and administrative services. These were no small achievements, given the constraints that stood in the way of their realization.

RETIREMENT OF PRESIDENT PALMER
AND THE SEARCH FOR SUCCESSOR

Early in 1983 President Palmer announced his intention to retire effective September 1, which was later extended to the end of the year at the request of the College Board of Trustees. The search for a successor was conducted by the Trustees, along with a series of ad hoc Presidential Search Advisory Committees created to represent, respectively, the College faculty, students, alumni, school deans, administration, and outside clintele. The chairmen of these ad hoc committees served as members of the Trustees Committee.

The search for candidates for President yielded a total of 75 applicants, of whom 18 were brought to the Campus for interview by the search committees. The number of applicants was reduced to four by the review process, all of whom were considered to be qualified for the position. The Presidential Search Committee of the College Trustees selected Dr. Ross S. Whaley from among these four candidates, whose formal appointment was made by the State University Board of Trustees in its meeting in Albany on December 13, 1983.

Since Dr. Whaley was unable to assume the Presidency until April 1, 1984, Dr. Murray H. Block was appointed Acting President for the interim period of January 1 - March 31. Dr. Block was a former deputy to the Chancellor of State University for campus liaison, and had served within the State University system for 36 years.

THE COLLEGE UNDER PRESIDENT WHALEY

At the time of his appointment as President of the College, Dr. Whaley was serving as director of Forest Resources Economic Research with the U. S. Forest Service, a position he had held since 1978. Prior thereto, he had occupied a variety of natural resources and forestry related administrative and academic positions at the University of Massachusetts, Colorado State University, and Utah State University. In addition he had served as a consultant to several public and private agencies, including the U. S. Agency for International Development, and had held foreign assignments with the Food and Agriculture Organization of the United Nations, the Economic Commission for Europe, and the U. S. Peace Corps. Dr. Whaley's professional education includes a B.S. degree in forestry from the University of Michigan (1959), M. S. degree in forest economics from Colorado State University (1961), and a Ph.D. in resources economics from the University of Michigan (1969).

Within a short time after assuming the responsibilities of President, Dr. Whaley initiated a more or less continuing process of planning designed to chart the future direction and objectives of the College, at least for the coming decade. A report setting forth a Statement of Mission and Beginning Agenda was issued in the fall of 1984, based on an extensive series of consultations with school faculties. This was followed by major changes in college organization and administrative personnel effective in April, 1985 and the issuance of a follow-up planning document entitled The Decade Ahead: Objectives. Since subsequent events in celebration of the College's 75th year are to deal with the present status of

the college and the plans for its future, a discussion of the President's Statement of Mission and the report covering the Decade Ahead is deferred for review on those occasions.

College Reorganization

President Whaley's major change in the organization of the college involved the abolishment of the four academic schools established during preceding administrations, namely, Biology, Chemistry and Ecology; Environment and Resource Engineering; Forestry; and Landscape Architecture. These were replaced by their component departments which were renamed "Faculties" based on their respective disciplines or academic programs. Eight such Faculties were established. These included Chemistry, Environmental and Forest Biology;, Forest Engineering, Forestry, Landscape Architecture, Paper Science and Engineering, Wood Products Engineering and Environmental Studies. The latter was created by combining the College-wide Graduate Program in Environmental Science and the undergraduate program in Environmental Studies formerly centered in the School of Landscape Architecture.

Five of these faculties were organized into two divisions -- the Faculties of Environmental and Forest Biology and Forestry into a Division of Forest Resources; and the Faculties of Forest Engineering, Paper Science and Engineering, and Wood Products Engineering into a Division of Engineering.

The elimination of Schools and the establishment of the Faculties was designed to streamline the College's organizational structure and improve internal communications. The stated

objectives of creating the two divisions were to accommodate the need to coordinate the single master's and doctoral degree program common to all three Engineering Faculties; and in the case of the Forest Resources Division, to coordinate the dual major, the obvious interrelationships between faculty interests, and the potentially complimentary extension activities and joint research endeavors of the faculties of Forestry and Environmental and Forest Biology.

In line with the new organizational structure, the heads of the Faculties and Divisions were given the title of Chairmen and Directors, respectively. The title of Dean was assigned to the former Assistant Vice President positions for Academic Programs, Research, and International Forestry, with the latter being renamed Nonresident Programs. The position of Vice President for Program Affairs was redefined and given the title of Vice President for Academic Affairs and Provost.

Several have questioned the wisdom of this new organizational structure for the College. In several respects, it represents a return to the departmental-divisional structure established by Dean Shirley in 1952, which persisted until 1969 when the Divisions were renamed Schools as noted earlier. While there was an obvious need for improving communications and the coordination of closely allied disciplines and programs within the College, there are those who doubt that either will be enhanced significantly by a structure that reduces major professional program units such as Forestry and Landscape Architecture to the same level as a discipline.

Expectations are that it will serve to weaken the image of these units in their external relationships, and may well constitute a handicap in their recruitment of students. Only time will tell whether such concerns are justified.

The College at Age 75

Tabular information covering various aspects of College growth and development during the past 25 years is presented in the Appendix of this report. An examination of this material reveals several important features of College growth and change during this period and its status on reaching its 75th year. In brief, they are as follows:

1. Over \$16 million was expended for major construction rehabilitation and maintenance of college facilities at its main campus and forest properties, nearly doubling its total available space and substantially improving its existing structures. Most of the construction was carried out during the 1960's prior to the development of the State's fiscal crisis.
2. Nearly 2,200 acres were added to the forest properties of the College, increasing its total land holdings to 25,701 acres. The greater part of this land acquisition consisted of additions to the Heiberg Memorial Forest and Tree Nursery at Tully, the Pack Forest at Warrensburg, and the Ranger School Forest at Wanakena. Two new properties

were acquired, however, comprised of small islands of 3 and 15 acres in size located in the American channel of the St. Lawrence River.

3. The operating budget of the College which totaled \$3,175,000 inclusive of nearly \$657,700 of extramural funds in 1961, increased to a level of \$20,324,200, inclusive of \$4,000,000 of extramural funds, in fiscal year 1986. The latter are greatly inflated dollars, of course, worth less than a third of those of 1961 in terms of purchasing power.
4. The professional staff of the College, inclusive of faculty and research personnel, had reached a level of 215 in 1986, up from 115 in 1961.
5. From a total of 844 students in academic year 1960-61, overall enrollment in the College and its Ranger School increased steadily, reaching a peak of 2,487 students in 1975 and then declining to a level of 1,367 students in the fall semester of 1985-86. The enrollment of graduate students also declined during this period, dropping from a peak of 403 students in 1980 to 385 in 1985-86.
6. During academic years 1961-62 through 1985-86, the college granted a total of 9,376 academic degrees, including 1,777 at the graduate level, and awarded 805 certificates and 929 Associate of Applied Science degrees at the forest technology level. This raised to 13,463 the total number of academic degrees, inclusive of 2,567 graduate degrees,

awarded by the college throughout its 75-year history. The total number of certificates and Associate of Applied Science degrees awarded through its Ranger School during this period totaled 2,236 and 929 respectively.

7. Of the 1,777 graduate degrees granted by the College from 1961 to 1986, roughly 31 percent was in the forest resources area, 24 percent in the biological sciences, 17 percent in resource engineering field, 12 percent in Chemistry, nearly 10 percent in environmental science, and 6 percent in landscape architecture. Of the 790 advanced degrees awarded by the College during its first 50 years, 37 percent was in engineering-related fields of specialization, 30 percent in forest resources programs, 22 percent in the biological sciences, 7 percent in chemistry, and 4 percent in landscape architecture.

In preceding sections of this report, we have reviewed other important features of College development between its 50th and 75th anniversaries. None is of greater significance or more far reaching, however, than what we have termed the "environmentalization" of the College carried out during the Palmer administration. This was a major change in that it modified the College Mission to emphasize environmental science and redesigned the structure and program of the College with this end in view. More recent changes implemented by the Whaley administration, in addition to altering significantly the academic organization of the institution, have served to re-emphasize the natural resources component of the College Mission. However, the close association

between the management and use of forest and related resources and the protection and enhancement of the human environment ensures that environmental concerns are destined to comprise a visible and integral part of the college programs for years to come. This is as it should be, perhaps, for as indicated early in this report, forestry and its related professions exemplify environmental science in the truest sense of the term.

APPENDICES

STUDENT ENROLLMENT BY CLASSES
1961-1985

YEAR	FROSH	SOPHS	JUNIOR	SENIOR	5TH YR SENIOR	GRADS	NON- DEGREE U-GRAD	NON- DEGREE GRAD	UPSTATE MED/ S.U.	TOTAL
1961	228	163	133	94		161				779
1962	246	194	137	117		154				848
1963	235	214	152	129		160		6		896
1964	263	226	177	127		168	8	4		973
1965	282	235	178	172		164	4	7		1042
1966	271	271	195	201		184	10	9		1141
1967	331	279	241	189		234	8	7		1289
1968	307	328	271	234		253	3	14	41*	1451
1969	287	320	326	252		238	4	41	31	1499
1970	331	324	315	350		273	22	67	73	1755
1971	294	349	382	303	22	301	16	34	93	1794
1972**	320	320	385	376	42	299	21	20	163	1946
1973	311	427	390	392	34	294	19	52	176	2095
1974	365	446	486	384	39	289	9	85	264	2367
1975	315	476	486	490	44	315	50	103	208	2487
1976	227	360	530	467	43	311	60	89	262	2349
1977	132	320	497	531	52	298	27	67	223	2147
1978***103		223	530	462	49	326	25	63	110	1891
1979		240	483	509	51	380	16	47	138	1864
1980		132	469	495	50	403	16	60	134	1759
1981		135	385	542	63	397	32	54	103	1711
1982		125	396	401	68	389	11	62	108	1560
1983		85	507	369	48	392	11	61	93	1566
1984		60	470	342	55	382	17	50	97	1473
1985		58	382	324	34	385	16	55	113	1367

* First year that Syracuse University/Upstate Medical students are included in the total.

** First fall that students are enrolled in the Associate Degree program at Wanakena. There were 10 students enrolled in the Associate Degree program in Fall 1972 and 84 enrolled in the Certificate program. The 10 students are included in the student totals, but the 84 are not. After the 1972-73 school year, the Certificate program was discontinued and all Wanakena students were in the AAS program. Beginning in Fall 1973, all Wanakena students are included in the student totals.

*** Last freshman class.

DEGREES CONFERRED BY YEAR AND TYPE OF DEGREE, 1961-1985

<u>YEAR</u>	<u>B.S.</u>	<u>B.L.A.</u>	<u>M.S.</u>	<u>M.F.</u>	<u>M.L.A.</u>	<u>Ph.D.</u>	<u>TOTAL</u>
1960-61	76		32	4		10	122
1961-62	92		32	3		19	146
1962-63	80	33	26	2		8	149
1963-64	101	21	26	3	1	18	170
1964-65	86	22	32	0	0	18	158
1965-66	113	29	33	3	2	20	200
1966-67	143	31	19	4	1	20	218
1967-68	125	29	38	0	0	18	210
1968-69	178	31	37	0	1	17	264
1969-70	186	32	28	2	1	20	269
1970-71	265	31	31	0	1	30	358
1971-72	262	23	48	0	0	33	366
1972-73	319	42	38	1	2	15	417
1973-74	365	30	43	0	4	22	464
1974-75	348	40	34	0	9	19	450
1975-76	418	35	44	0	5	19	521
1976-77	406	42	53	0	7	15	523
1977-78	440	49	49	0	9	17	564
1978-79	396	49	58	0	10	19	532
1979-80	402	52	59	0	7	12	532
1980-81	392	39	62	0	6	14	513
1981-82	407	61	94	0	8	13	583
1982-83	286	63	89	0	4	15	457
1983-84	289	41	77	0	17	20	444
1984-85	309	49	74	0	9	17	458

ADVANCED DEGREES CONFERRED BY LINES OF MAJOR SPECIALIZATION
1961-1985

<u>MAJOR FIELDS</u>	<u>Master's</u>	<u>Ph.D.</u>	<u>TOTAL</u>
Master of Landscape Architecture	104	0	104
Environmental & Forest Biology	288	117	405
Chemistry	93	121	214
Environmental & Resource Engineering	224	75	299
Resource Management	288	71	359
Silviculture	140	44	184
Environmental Science	<u>145</u>	<u>20</u>	<u>165</u>
TOTAL	1282	448	1730

**ENROLLMENT AND DEGREES AWARDED AT THE NEW YORK STATE
RANGER SCHOOL AT WANAKENA, NEW YORK, 1961-1985**

<u>YEAR</u>	<u>NO. OF STUDENTS</u>	<u>DEGREES AWARDED</u>
1960-61	65	49
1961-62	60	43
1962-63	90	65
1963-64	90	66
1964-65	90	72
1965-66	92	80
1966-67	92	63
1967-68	83	59
1968-69	80	64
1969-70	85	51
1970-71*	84	68
1971-72	90	54
1972-73	94	71
1973-74**	60	79
1974-75	89	93
1975-76	91	99
1976-77	97	95
1977-78	99	91
1978-79	102	84
1979-80	102	83
1980-81	89	73
1981-82	86	64
1982-83	74	56
1983-84	63	43
1984-85	46	38
1985-86	36	

* First year of the August to June school year. The Ranger School previously ran from March to February of each year.

** First year that Associate Degrees are offered at Wanakena.

All subsequent degrees awarded are A.A.S. degrees.

Prior to the 1973-74 school year, all degrees awarded were Ranger School Certificates.

(Although 10 students were enrolled in the A.A.S. degree program in the 1972-73 school year, they did not receive their degrees until after June 30, 1973 --- four on August 10, 1973 and six on December 21, 1973 to be exact. The 71 students who graduated in the 1972-73 school year all received certificates.)

Annual Expenditures by the College,
Fiscal Years 1961-1986, from Regular State
Appropriations and Research Foundation Funds

<u>Year</u>	<u>State Appropriation</u>	<u>Research Foundation</u>
1960 - 1961	\$ 1,865,223	\$ 516,723
1961 - 1962	2,517,315	657,688
1962 - 1963	2,937,798	623,057
1963 - 1964	3,293,200	525,322
1964 - 1965	3,469,567	597,922
1965 - 1966	3,725,053	694,686
1966 - 1967	4,240,582	854,938
1967 - 1968	4,885,677	1,091,438
1968 - 1969	5,543,400	1,189,892
1969 - 1970	6,262,000	1,162,988
1970 - 1971	7,000,000	1,156,129
1971 - 1972	7,134,000	1,309,306
1972 - 1973	7,518,000	1,599,618
1973 - 1974	8,005,000	1,643,412
1974 - 1975	8,750,000	1,531,922
1975 - 1976	9,305,000	1,961,357
1976 - 1977	9,158,000	2,460,338
1977 - 1978	9,482,000	2,691,254
1978 - 1979	10,099,000	2,721,710
1979 - 1980	11,023,000	3,075,420
1980 - 1981	11,674,000	3,476,371
1981 - 1982	12,916,900	3,308,664
1982 - 1983	13,603,900	3,637,877
1983 - 1984	14,446,500	3,590,515
1984 - 1985	15,720,400	3,525,756
1985 - 1986	16,324,200	4,000,000

Major Capital Construction and
Improvement Projects of the College, 1961-1986

<u>Location/Project</u>	<u>Contractor</u>	<u>Contract Price</u>
Improvement of Grounds at the Ranger School	Louis Mayerson, Inc.	64,744
Sitework, Grounds Lighting	Brown & Tenney Electric Co., Inc.	9,780
Improvement of Grounds, Phase II	Louis Mayerson, Inc.	22,242
Sitework, Grounds Lighting Phase II	Smith Barnett, Inc.	7,180
Electric Substation	Bec Electric Co.	140,200
Forest Biology Laboratory Building	Frank Briscoe Co.	6,315,448
Sanitary Work and Repair Roofs in Baker and Marshall Halls	H. G. Cross, Inc.	7,919
Wood Fiber and Paper Laboratory	Wm. C. Pahl Construction Co.	2,597,475
New Roofs on Baker & Marshall Halls	L.P. Kent Corp.	110,455
Garage and Maintenance Shop Addition	Fisher-Rexford, Inc.	58,550
Paint Exterior Frame Building	Ried Hill Painters	8,100
Modernize Campus Electric System	Dorco Electric Corp.	54,924
Construct Storage Barn in Helberg Forest	Woodford Brothers, Inc.	59,048
Improvement of Storm and Sanitary Sewers	Paul Badgley Co., Inc.	42,512
Repairs to Greenhouse Wings	Aull Construction Corp.	41,741
Sanitary Repairs to Greenhouse	J & K Plumbing & Heating Co., Inc.	2,975
Electric Repairs to Greenhouse	Pagano Electric Co.	5,640
Heating Work, Baker Laboratories	J & K Plumbing & Heating Co., Inc.	6,884
Sanitary Work, Baker Laboratories	J & K Plumbing & Heating Co., Inc.	18,328
Electric Work, Baker Laboratories	Doster & Egan, Inc.	7,437
Construction Work, Baker Laboratories	Ted Bojanowski	3,945
Construction of a Greenhouse	Charles E. Wells Construction Corp.	154,859
Laboratory Equipment Baker Laboratories	Royal School Labs.	13,794
Rehabilitation of Marshall Hall	Dygert Construction Co.	1,118,041
Rehabilitation of Bray Hall, Heating	M & N Plumbing & Heating	20,652
Rehabilitation of Bray Hall, Electric	Gross Electric	8,305
Rehabilitation of Bray Hall, Construction	Aull Construction Corp.	26,413
Modernize Campus Signal System	C. N. Y. Pipeline Constructors Corp.	82,780
Rehabilitation for Safety, Phase I	Ritchie Brothers, Inc.	106,948
Paint Marshall Hall	Anthony Odal Painting Co., Inc.	68,923
Addition to Maintenance Building	Samuel Kosoff & Sons, Inc.	467,688
Rehabilitation Cottages at Cranberry Lake	Ritchie Brothers, Inc.	56,979
Sitework, Planting on Quadrangle	Brang Co., Inc.	69,100
Rehabilitation for Safety, Phase II, Replace Roofs, Gutters on Bray Hall, State Laboratory, in Baker Hall	J. R. Gallagher Construction Co.	677,119
Rehabilitation of Classroom Building at Ranger School	Fisher Rexford, Inc.	144,338
Stonework Repairs at Various Buildings	Standard Waterproofing Corp.	38,840
Provide Temperature Control in Illick Hall	R. L. Woodcock & Associates	29,981
Emergency Lighting at the Main Campus	Kay-R Electric Corp.	71,100
Rehabilitation of the Air System in Walters Hall	Centro Energy Systems, Inc.	32,465
Sitework, Emergency Power Generator	J. R. Rich Enterprises	52,821
Rehabilitation for Safety, Phase III	Spiral Construction Co., Inc.	35,000
Installation of Exit Signs in all Buildings	Syracuse Advance Electric Service, Inc.	49,960
Rehabilitation for the Physically Handicapped, Phase I	Charles E. Wells Construction Corp.	131,879
Installation of Fire Protection System at Cranberry Lake	M & W Construction Co.	84,161
Rehabilitation for Safety, Phase IV	J.D. Taylor Construction Corp.	237,680
Rehabilitation of Air Conditioning System in Baker Laboratory	J & K Plumbing & Heating Co., Inc.	110,244
Replacement of Windows in Bray Hall	Sullivan Sales Corp.	299,000
Install Sprinkler System in the Main Building at Wanakena	Davis-Ulmer Sprinkler Co., Inc.	136,360
Roof Replacement on Baker Laboratory	Sazet Corporation	266,268

Total

\$14,177,225

MAJOR CAPITAL CONSTRUCTION 1982-PRESENT

10-07-1985

Page 1

PROJ NO	TITLE	BLDG	LOCATION	CONTRACTOR	CONST COST
20028	REHABILITATE PAPER PLANT	WALTERS	SYRACUSE		369000
20030	ALTERATIONS FOR PAPER SCIENCE	WALTERS	SYRACUSE		194000
20042	REHABILITATE FUME HOOD EXHAUST SYST	BAKER	SYRACUSE		267000
20043	ALTERATIONS FOR SAFETY PHASE VI	CAMPUS	SYRACUSE		173000
20046	REHABILITATE MAINTENANCE BLDG	M&O	SYRACUSE		266000
M20081	INSTALL ADD FUME HOODS	BAKER	SYRACUSE		58000
M20169	REPLACE SAWDUST COLLECTION SYSTEM	BAKER	SYRACUSE		33000
M20190	EROSION CONTROL	SHOTBAG 15	CLAYTON		71000
M20203	REPLACE ROOF	WALTERS	SYRACUSE		60000
R20848	REPAIR/MODIFY MAIN CIRCUIT BREAKERS	BAKER/MOON	SYRACUSE		28000
R20862	REPAIR FLOORING	MAIN 132	WANAKENA		28000

TOTAL

CONST COST 1,547,000.00

Printed 11 of the 13 records.

MAJOR CAPITAL CONSTRUCTION 1982-PRESENT

10-07-1985

Page 1

PROJ NO	TITLE	BLDG	LOCATION	CONTRACTOR	CONST COST
20036	REHABILITATION FOR SAFETY PHASE V	CAMPUS	SYRACUSE	ADAMS ELECTRIC CORP.	178474
20039	REPLACE ROOF	WALTERS	SYRACUSE	JDJ ROOFING CORP.	215366
20041	INSTALL NEW ROOF	M&O BLDG	SYRACUSE	J.D. TAYLOR CORP.	208800

TOTAL

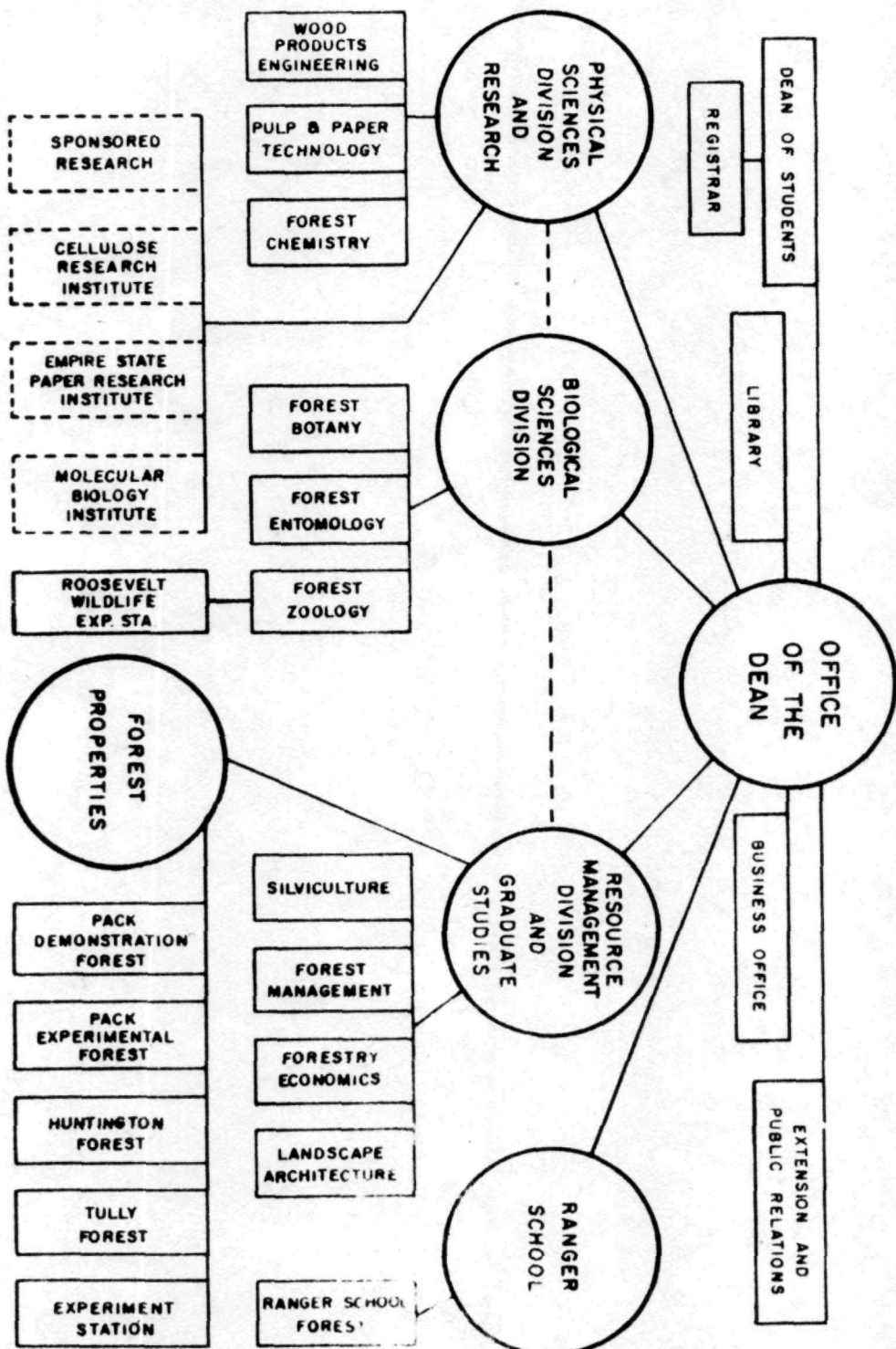
CONST COST 602,640.00

Printed 3 of the 53 records.

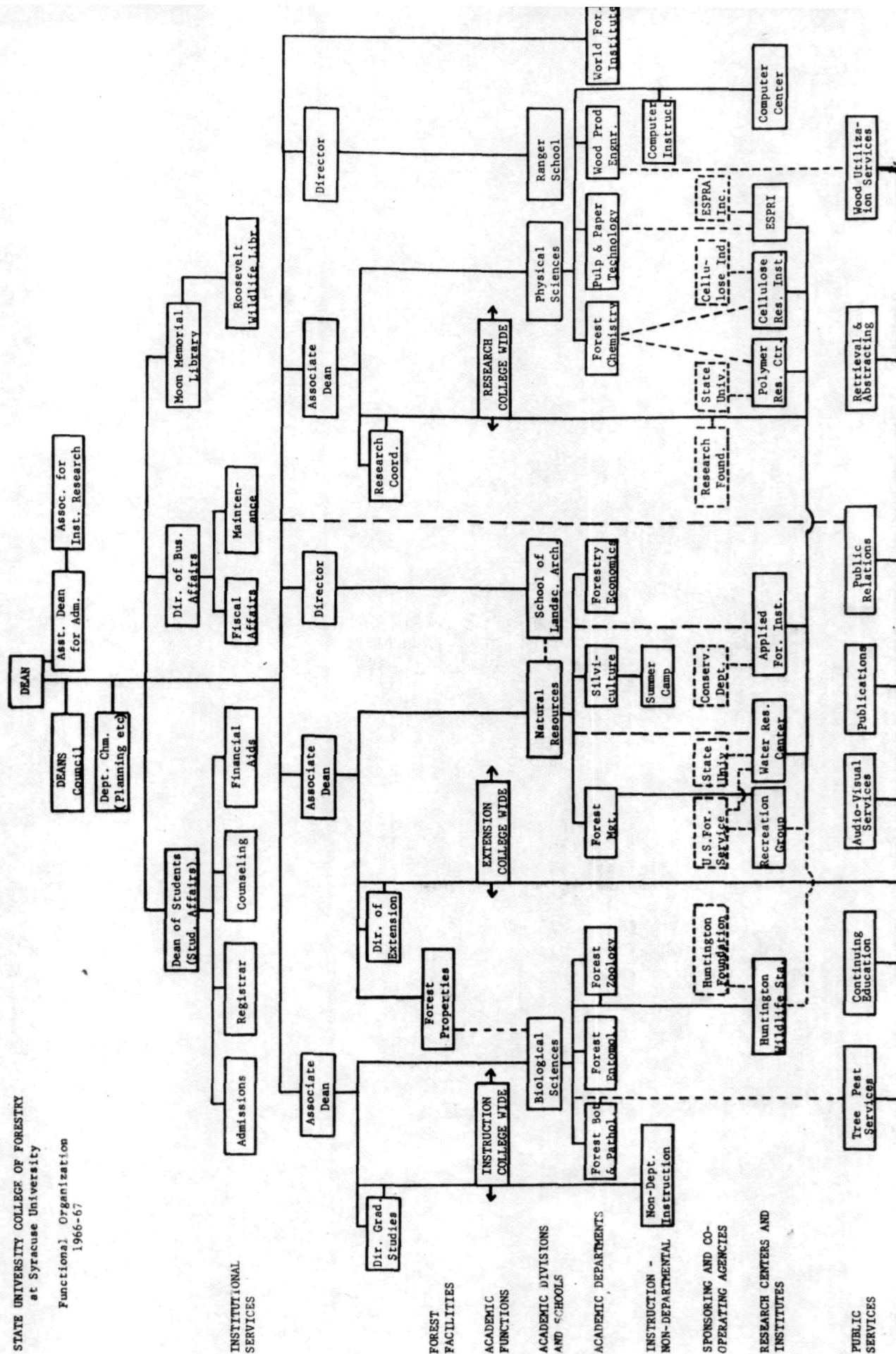
College Forest Properties, 1981 and 1986

<u>Property</u>	<u>Acreage</u>	
	<u>1961</u>	<u>1986</u>
Main Campus, Syracuse	15	15
Syracuse Experiment Station	90	44
Ranger School Forest	2,330	2,800
Pack Forest, Cranberry Lake	964	964
Pack Forest, Warrensburg	2,211	2,700
Huntington Forest	15,000	15,000
Heiberg Forest	2,839	4,100
Tully Nursery	53	60
Shotbag Island	-	3
Wellesley Island	-	15
Total Acreage	23,502	25,701

ORGANIZATIONAL CHART 1961



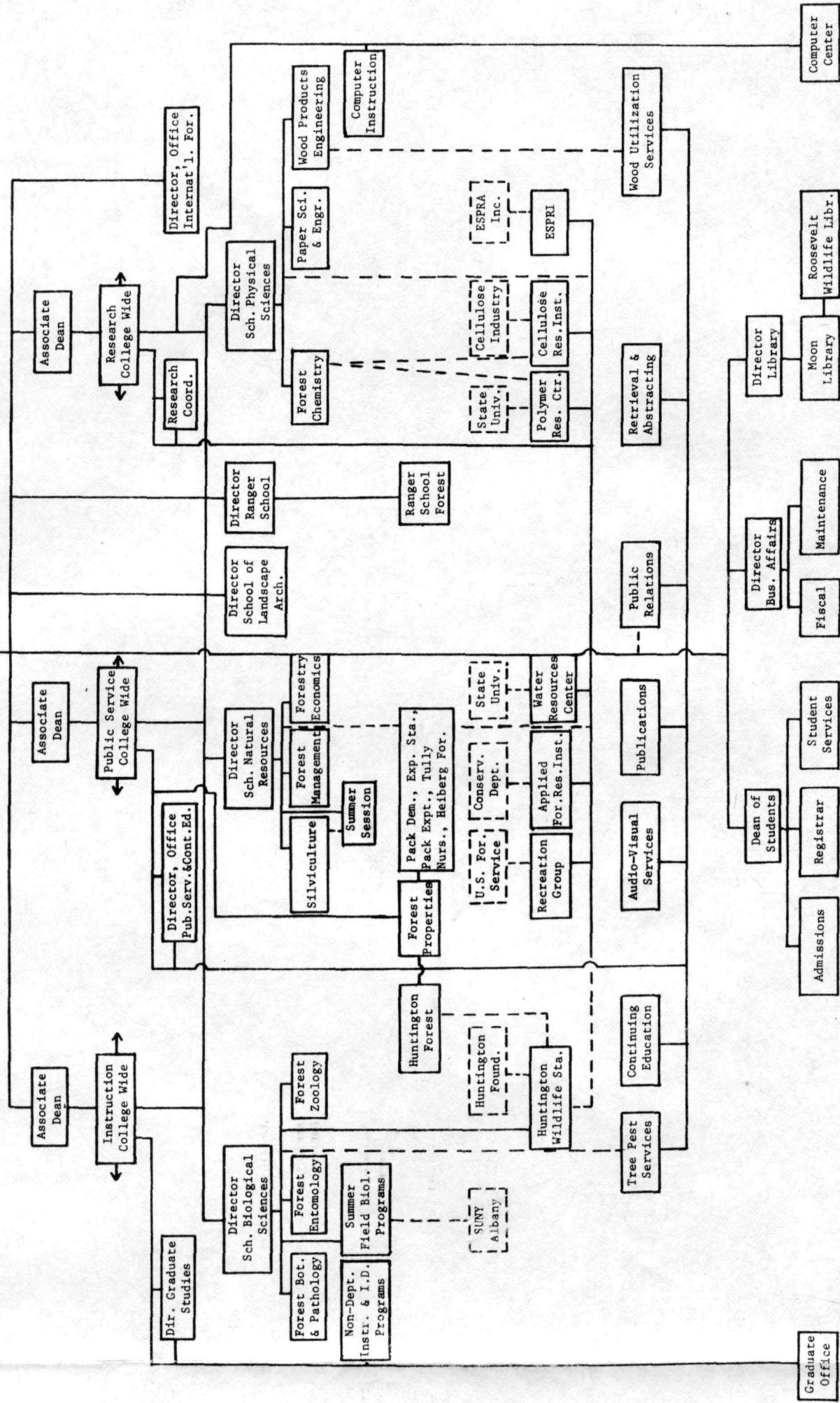
Functional Organization
1966-67



Functional Organization
June 1969

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graph TD
    AC[Administrative Council] --- AD[Asst. Dean for Adm.]
    AD --- AI[Associate for Institutional Research]
    AD --- AFC[Asst. Facilities Program Coord.]
  
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Academic
Divisions & Schools

Instruction,
Non-Departmental

Sponsoring and
Cooperating Agencies

Public Services

General Services

RECOMMENDED ORGANIZATION
State University College of Forestry
May, 1970

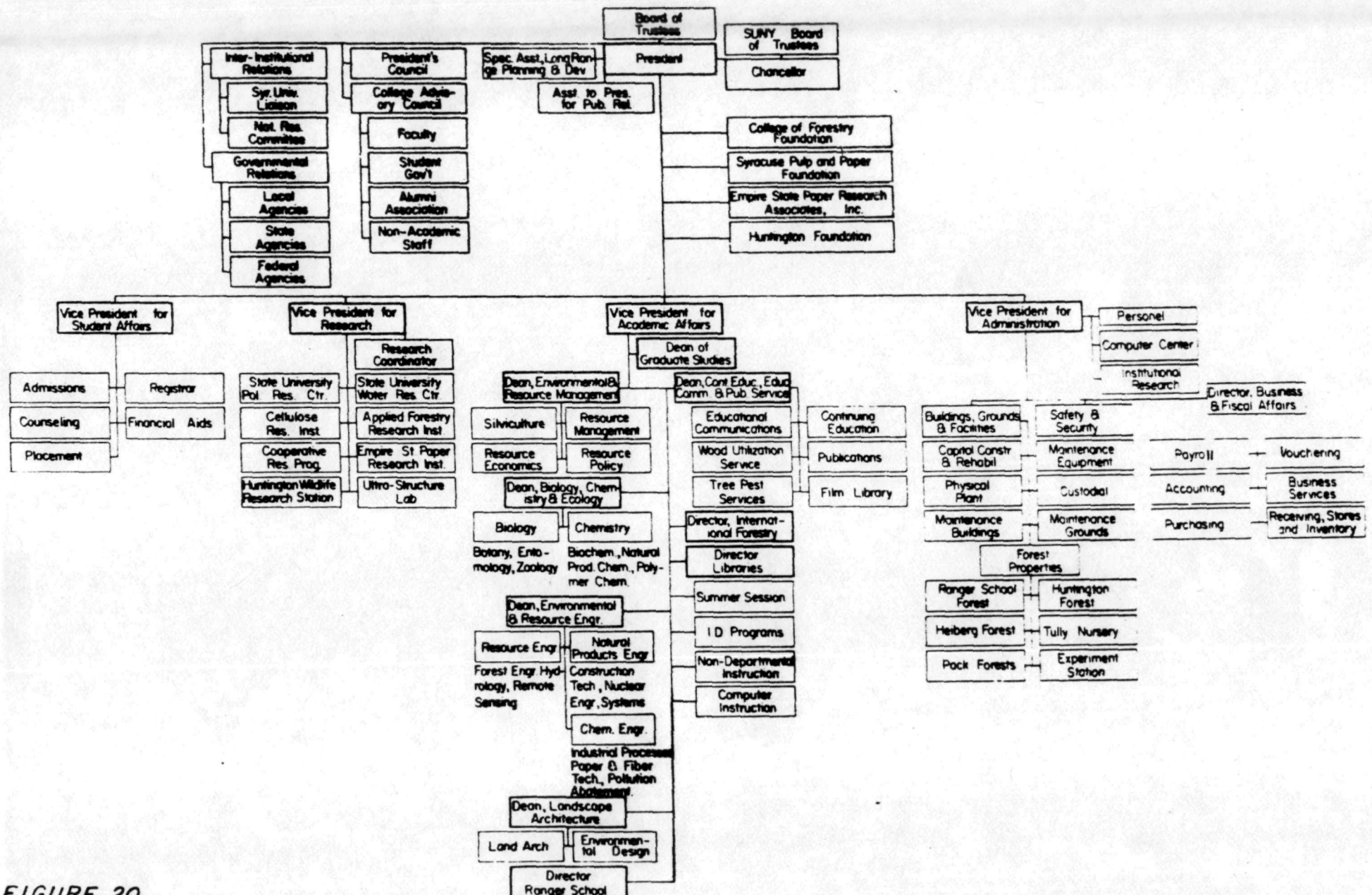
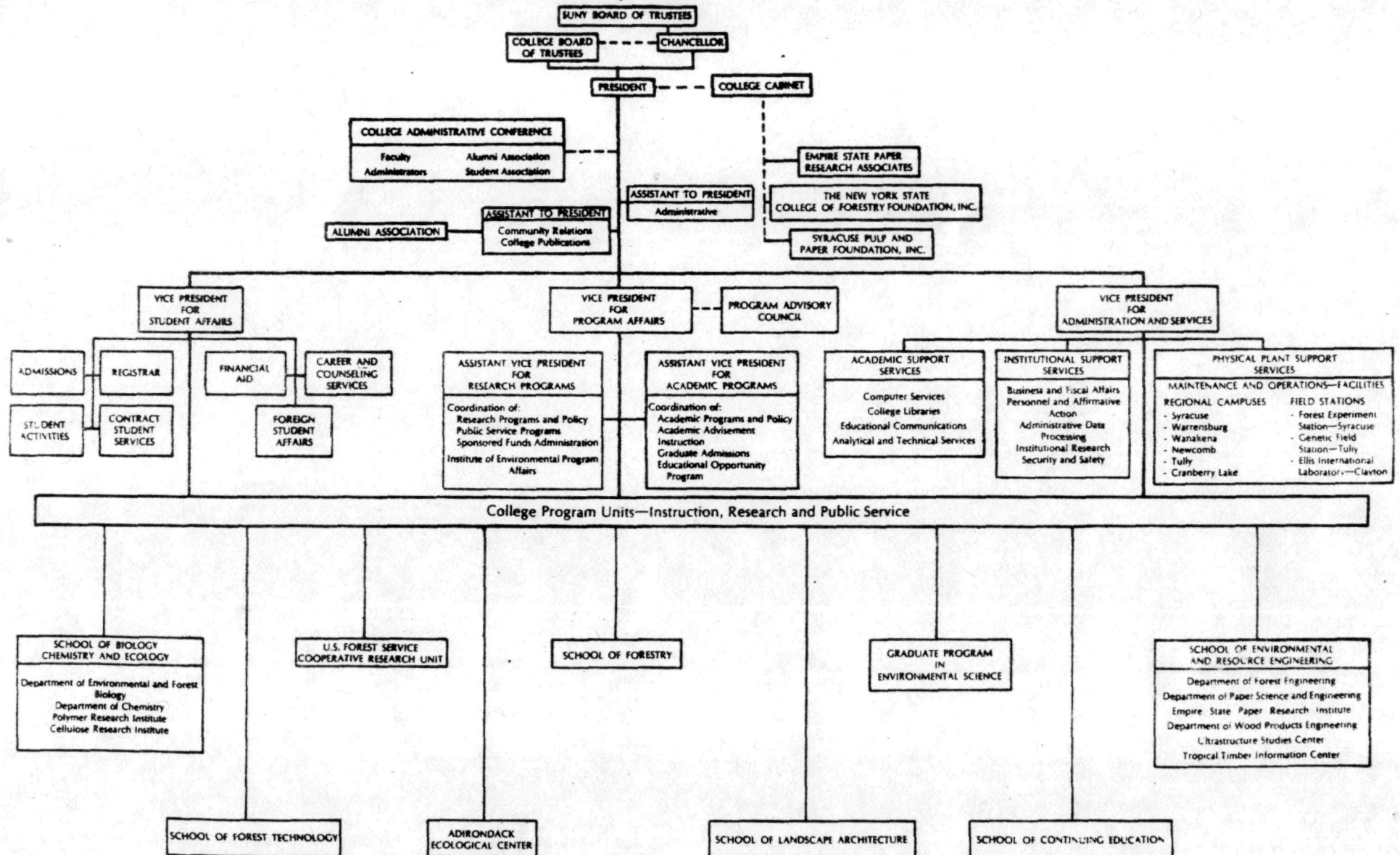


FIGURE 20

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE
AND FORESTRY**

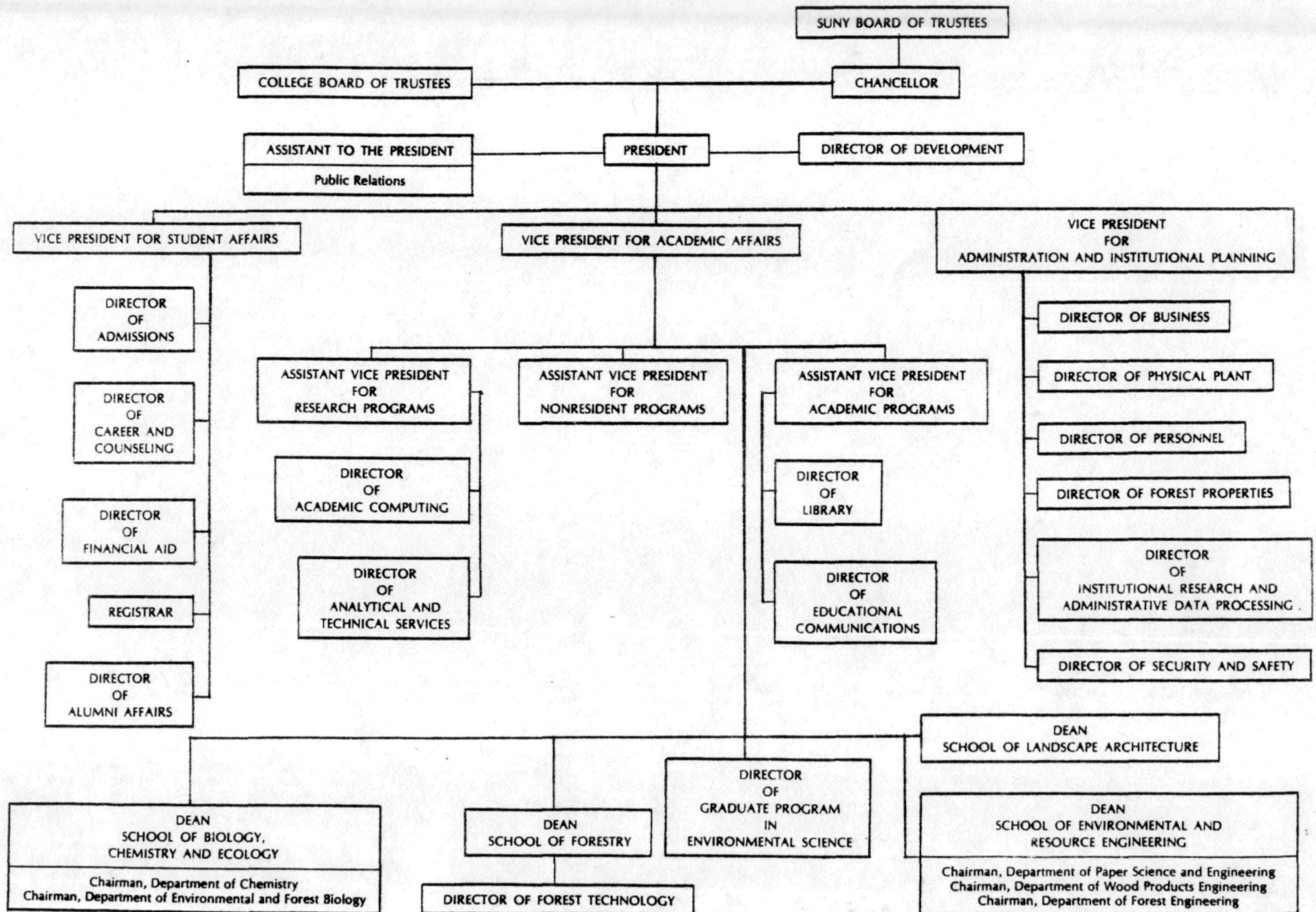
ORGANIZATIONAL CHART

January 1, 1980

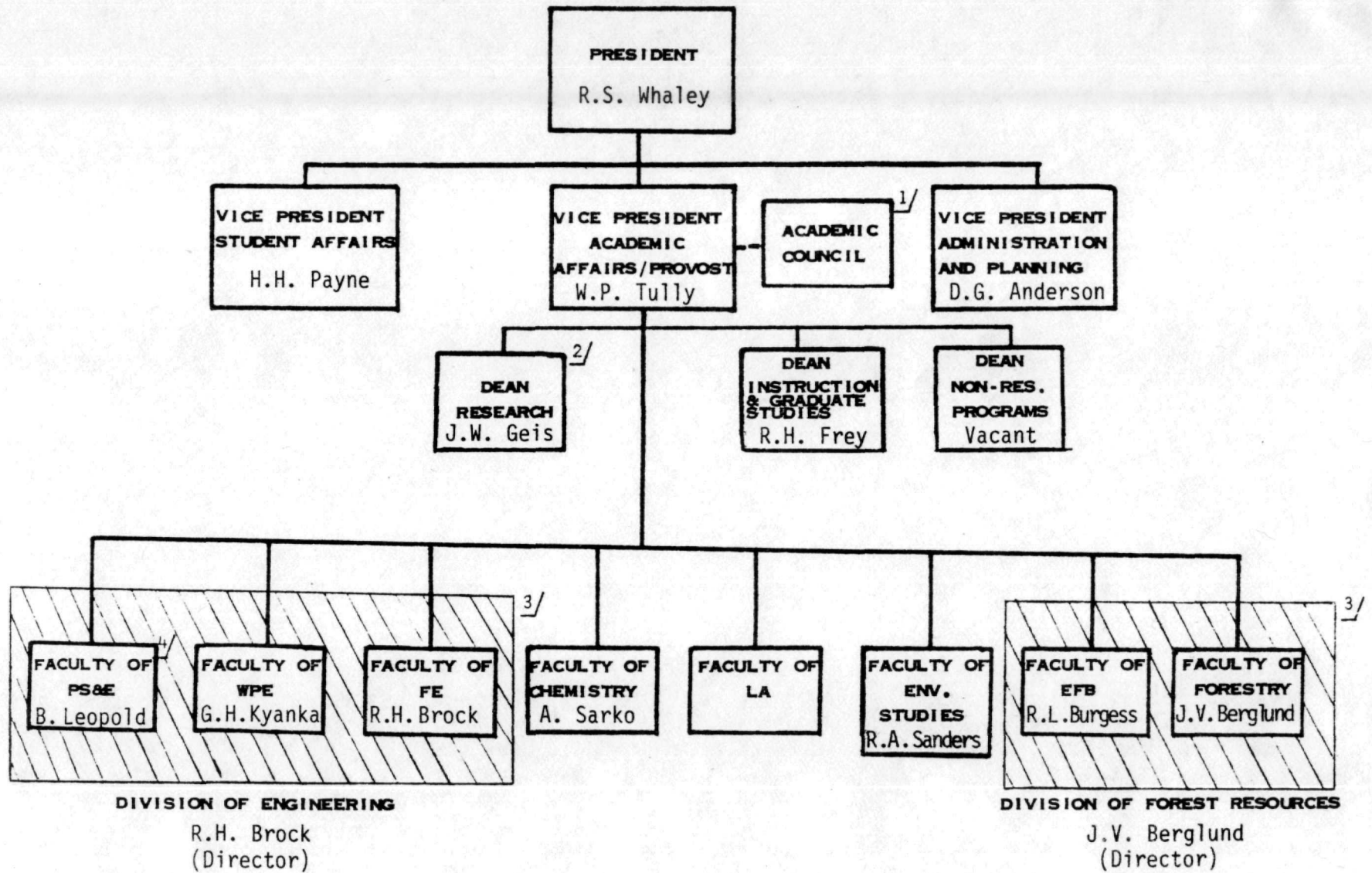


**STATE UNIVERSITY OF NEW YORK
COLLEGE OF ENVIRONMENTAL SCIENCE AND FORESTRY**

**REVISED ORGANIZATIONAL CHART
SEPTEMBER 1984**



ORGANIZATION 1985



ESF BOARD OF TRUSTEES
1961-1986

EX-OFFICIO MEMBERS

Clifton R. Wharton, Jr.
Chancellor, State University of New York
(1978-)

James F. Kelly
Acting Chancellor, State University of New York
(1977-1978)

Ernest L. Boyer
Chancellor, State University of New York
(1972-1977)

Melvin A. Eggers
Chancellor, Syracuse University
(1971-)

John E. Corbally, Jr.
Chancellor, Syracuse University
(1970-1971)

William P. Tolley
Chancellor, Syracuse University
(1942-1970)

Alfred B. DelBello
Lieutenant Governor
(1983-1985)

Mario M. Cuomo
Lieutenant Governor
(1979-1983)

Mary Anne Krupsak
Lieutenant Governor
(1975-1979)

Malcolm Wilson
Lieutenant Governor
(1959-1975)

Gordon M. Ambach
Commissioner, Department of Education
(1978-)

Ewald B. Nyquist
Commissioner, Department of Education
(1970-1978)

James E. Allen, Jr.
Commissioner, Department of Education

(1955-1970)

Henry G. Williams

Commissioner, Department of Environmental Conservation
(1983-)

Robert F. Flacke

Commissioner, Department of Environmental Conservation
(1979-1983)

Peter A. A. Berle

Commissioner, Department of Environmental Conservation
(1977-1979)

Ogden R. Reid

Commissioner, Department of Environmental Conservation
(1975-1977)

Henry L. Diamond

Commissioner, Department of Environmental Conservation
(1970-1975)

R. Stewart Kilborne

Commissioner, Department of Conservation
(1967-1970)

Harold G. Wilm

Commissioner, Department of Conservation
(1959-1967)

Vance A. Barr

Student Representative
(1985-)

Wayne C. Zipperer

Student Representative
(1984-1985)

Russell D. Briggs

Student Representative
(1983-1984)

Alison Garvin

Student Representative
(1982-1983)

Daniel Spada

Student Representative
(1981-1982)

Lawrence W. Holmberg

Student Representative
(1980-1981)

Conor Shea

Student Representative
(1979-1980)

Jeanne Debons
Student Representative
(1978-1979)

Susan L. Buck
Student Representative
(1977-1978)

Christopher A. Militscher
Student Representative
(1976-1977)

MEMBERS APPOINTED BY THE GOVERNOR

Arthur V. Savage
Chairman, (1984-)
Vice Chairman, (1980-1984)
(1978-)

Lee Alexander
(1978-1983)

Frank C. Ash
Chairman, (1970-1972)
President, (1956-1970)
(1946-1972)

Curtis H. Bauer, Jr.
Vice Chairman, (1975-1980)
(1969-)

Lyman A. Beeman
(1963-1969)

Carolyn K. Brancato
Vice Chairman, (1984-1985)
(1977-1985)

James B. Carlaw
(1975-1977)

Frederick R. Clark
(1977-1983)

Clyne Crawford
(1956-1969)

Edward C. Frick
(1967-1975)

Howard Gartner
(1985-)

Patricia W. Gonzales
(1985-)

James M. Hanley
(1978-)

Julius Kahn
(1956-1978)

M. Peter Lanahan, Jr.
(1983-)

William T. Lane
(1963-1971)

James P. Lewis
Vice President, (1958-1963)
(1950-1978)

John F. X. Mannion
Chairman, (1982-1984)
(1978-)

Roscoe C. Masterman
(1969-1975)

Donald M. Mawhinney, Sr.
Vice Chairman, (1970-1971)
Vice President, (1963-1970)
(1959-1973)

Paul L. Phillips
(1956-1967)

Justin V. Purcell
(1979-1982)

Wilma Randomanski
(1973-1978)

Joseph S. Spaid, Sr.
Chairman, (1972-1978)
Vice Chairman, (1971-1972)
(1967-1978)

William B. Stark
(1950-1963)

John R. Tuttle
(1959-1963)

Charles A. Upson

(1925-1967)

Joseph N. Walsh, Jr.

(1984-)

William H. Wendel

Chairman, (1978-1982)

(1975-)

Barbara H. Wortley

(1973-1978)

Faculty and Research Staff, 1961-1986

Following are the names of all former and present faculty and research staff members from 1961 to 1986. The date in parenthesis after each name indicates the first year of service; two or more dates, the term of service. The highest position attained is shown for each person.

Abrahamson, Lawrence P.

B.S., M.S., Ph.D. (1977-)

Senior Research Associate, Env. & Forest Biology

Abrams, Bonnie I.

B.S. (1977-1981)

Technical Assistant, Env. & Forest Biology

Adams, Roger F.

B.Sc., Ph.D. (1969-1972)

Research Associate, Forest Chemistry

Albrecht, George J.

B.S. (1945-1968)

Professor, Landscape Architecture

Aldridge, Scott

A.A.S., B.S., M.S. (1983-1984)

Instructor, Forest Technician Program

Alexander, Judd H.

B.A., P.M.D. (1979-)

Adjunct Professor, Graduate Program in Environmental Studies

Alexander, Maurice M.

B.S., M.S., Ph.D. (1949-1983)

Professor Emeritus, Forest Zoology

Allen, Douglas C.

B.S., M.S., Ph.D. (1968-)

Professor, Environmental and Forest Biology

Allen, Wayne

(1979-)

Technical Assistant, Forest Technician Program

Ames, Ira H.

B.A., M.S., Ph.D. (1972-)

Adjunct Professor, Environmental and Forest Biology

Amidon, Thomas E.

B.S., M.S., Ph.D. (1975-1977)

Instructor, Paper Scienc & Engineering

Anderson, David G.

A.A.S., B.S., M.S., M.P.A. (1959-)

Vice President for Administration and Institutional Planning;

Professor

Anderson, Eric A.

B.S.F., Ph.D. (1950-1975)

Professor, Wood Products Engineering

Anthony, Robert E.

A.A.S. (1953-)

Technical Specialist, Environmental and Forest Biology

Appleby, Raymond J.

A.S. (1982-)

Technical Assistant, Paper Science and Engineering

Armstrong, George R.

B.S., M.S., Ph.D. (1950-1981)

Professor Emeritus, Forestry

Arseneau, Robert W.

A.A.S., B.S. (1972-)

Programmer-Analyst, Administrative Computing

Auger, Deborah A.

B.A. (1975-1977)

Intern, Academic Programs

August, Alan L.

B.A., M.A. (1969-1974)

Assistant to the Dean of Graduate Studies

Bailey, Caroline B.

(1978-)

Technical Assistant, Landscape Architecture

Bailey, James A.

B.S., M.S. (1962-1964)

Instructor, Forest Zoology

Bambacht, James P.

A.B., M.S., Ph.D. (1967-)

Professor, Paper Science and Engineering

Barrett, John W.

B.S.F., M.F., Ph.D. (1948-1964)

Professor, Silviculture;

Director of Summer Camp

Batki, George

D.S.S. (1957-1967)

Research Assistant, Physical Sciences

Baum, Robert H.

B.S., Ph.D. (1964-1971)

Assistant Professor, Chemistry

Beck, C. Ellison
 (1970-1985)
 Technical Specialist, Analytical and Technical Services

Beck, Joann D.
 B.A., M.L.A. (1979-1982)
 Visiting Assistant Professor, Landscape Architecture

Behrend, Donald F.
 B.S., M.S. (1960-1967, 1968-1985)
 Vice President for Program Affairs; Professor

Belanger, Lawrence J.
 B.S., M.S. (1947-1965)
 Registrar Emeritus

Bellandi, Robert M. L.
 B.S., M.R.P. (1974-1978)
 Research Assistant, Inst. of Env. Program Affairs

Bender, Lee U.
 A.A.S., B.S., M.S., Ph.D. (1970-1977)
 Associate Professor, Forest Engineering

Bennett, David J.
 B.S., M.S. (1973-1977)
 Research Assistant, Empire State Paper Research Institute

Bennett, John D.
 B.A. (1960-)
 Associate Professor, Forestry

Benzo, Camillo A.
 B.A., Ph.D. (1975-)
 Adjunct Associate Professor, Environmental and Forest Biology

Berglund, John V.
 B.S., M.S., Ph.D. (1965-)
 Dean and Professor, Forestry

Bernhardt, Robert W.
 B.S., M.S. (1957-1965)
 Research Assistant, Forest Zoology

Bettinger, William H.
 A.A.S. (1972-1982)
 Technical Specialist, Analytical & Technical Services

Bickelhaupt, Donald H.
 B.S., M.S. (1969-)
 Research Assistant, Forestry

Bickford, C. Allen
 B.S., M.S. (1963-1972)
 Professor, Forest Management

Bilco, Arthur J.
 (1983-)
 Assistant Director, Physical Plant

Bishop, Alfred H.
 B.S., M.F. (1942-1975)
 Associate Public Service Officer;
 Professor, Wood Products Engineering

Bjorkman, Eric
 (1963-1964)
 Visiting Professor, Forest Botany

Black, Peter E.
 B.S., M.F., Ph.D. (1965-)
 Professor, Forestry

Blaskiewicz, Raymond W.
 B.S. (1982-)
 Assistant Registrar

Bliss, Gary
 (1972-1983)
 Technical Assistant, Env. & Forest Biology

Bobbie, Constance H.
 B.S., M.A. (1982-)
 Associate Librarian

Bockman, Oluf C.
 Ph.D. (1965-1966)
 Visiting Associate Professor, Forest Chemistry

Bogyo, Dennis A.
 B.A., Ph.D. (1981-1984)
 Research Associate, Chemistry

Bohm, J. T. C.
 Ph.D. (1974-1977)
 Visiting Scientist, Empire State Paper Research Institute

Bolton, Robert R.
 B.A., M.S. (1972-1974)
 Instructor, Forest Engineering

Bonsted, Charles D.
 A.B. (1948-1953, 1960-1966)
 Director, Admissions

Borgstede, William R.
 A.A.S., B.S., M.S. (1971-)
 Technical Assistant, Environmental and Forest Biology

Bowen, Johanna E.

B.A., M.L.S. (1968-1973)
Assistant Librarian

Boyer, Gregory L.
A.S., A.B., Ph.D. (1985-)
Assistant Professor, Chemistry

Bracke, William W.
M.S., Ph.D. (1967-1970)
Assistant Professor, Polymer Research

Braendle, Carl F.
(1976-)
Assistant Director, Campus Public Safety

Bragg, William C.
B.S. (1984-)
Visiting Instructor, Forestry

Brandt, Stephen B.
B.A., M.S., Ph.D. (1983-)
Research Associate Professor, Env. and Forest Biology

Breitmeyer, Bruce W.
B.S.F., M.F. (1983-)
Forest Property Manager

Breyer, Jenifer
B.A., M.A. (1979-1982)
Assistant to the President

Brezner, Jerome
A.B., A.M., Ph.D. (1961-)
Professor, Curriculum Director, Env. and Forest Biology

Brisk, Marion A.
B.A., Ph.D. (1984-1985)
Visiting Assistant Professor, Chemistry

Bristol, Robert F.
B.S. (1963-1966)
Instructor, Landscape Architecture

Britt, Kenneth W.
B.Chem. (1971-)
Senior Research Associate, Paper Science and Eng.

Brock Jr., Robert H.
B.S., M.S. (1967-)
Associate Professor, Photogrammetry

Brocke, Ranier H.
B.S., M.S. (1969-)
Research Associate, Forest Zoology

Brodowski, David f.
 B.S. (1977-)
 Programmer-Analyst, Administrative Computing

Brown, Alton F.
 (1963-)
 Technical Specialist, Empire State Paper Research Inst.

Brown, John H.
 B.S., M.S. (1956-1963)
 Research Assistant, Wood Products Engineering

Brown, Thomas E.
 B.S., M.S. (1977-)
 Adjunct Assistant Professor, Env. and Forest Biology

Brownlee, Robert G.
 B.S. (1969-1970)
 Research Assistant, Forest Chemistry

Brunig, Eberhard F.
 Ph.D. (1968-1970)
 Visiting Associate Professor, World Forestry

Brush, Robert O.
 B.S., M.L.A., Ph.D. (1982-1983)
 Adjunct Associate Professor, Forestry

Burak, Patricia
 B.A., M.A. (1983-)
 Adjunct Associate Foreign Student Counselor

Burch, William r.
 B.S., M.S., Ph.D. (1967-1968)
 Professional Research Associate, Forest Management

Burgess, Robert L.
 B.S., M.S., Ph.D. (1981-)
 Chairman and Professor, Env. & Forest Biology

Burns, Kenneth F.
 A.A.S. (1970-)
 Technical Assistant, Forestry

Burry, Harry W.
 B.S. (1962-)
 Associate Professor, Forestry

Cabasso, Israel
 B.S., M.S., Ph.D. (1981-)
 Professor, Chemistry

Caluwe, Paul M.
 Ph.D. (1969-)
 Associate Professor

Calver, Robert L.
B.S. (1976-1978)
Director, Development

Cameron, Robert
(1974-1980)
Research Technician, Adirondack Ecological Center

Campbell, Robert W.
B.S., M.F., Ph.D. (1984-)
Adjunct Professor and Research Associate, Env. & Forest Biology

Campbell, Wilbur H.
A.A., B.A., Ph.D. (1975-1985)
Associate Professor, Chemistry

Canham, Hugh O.
B.S., M.S. (1966-)
Associate Professor, Forestry

Capone, Joanne
B.A. (1975-1977)
Intern, Research Programs

Capritta, Dianne M.
B.S., M.S.L.S. (1967-1983)
Associate Librarian

Carlson, Floyd E.
B.S.F., M.F. (1930-1969)
Professor Emeritus, Public Service and Continuing Education

Carman, Linda J.
(1967-1974)
Technical Assistant, Analytical & Technical Services

Carter, Lael S.
B.A. (1979-1984)
Administrative Manager, Pulp & Paper Foundation

Caslick, J. Frederick
B.A., M.S., M.U.P. (1980-1981)
Research Assistant, GPES

Cassetta, Rhondda K.
A.B. (1967-1981)
Associate for Institutional Research Emeritus

Cassios, Costas A.
B.S., M.S., Ph.D. (1978-)
Adjunct Professor, Landscape Architecture

Castagnozzi, Daniel M.
B.S.F., M.F. (1956-1977)

Professor and Director Emeritus, Forestry

Castello, John D.

B.A., M.S., Ph.D. (1978-)

Assistant Professor, Env. & Forest Biology

Catterson, Thomas M.

B.S., M.S. (1982-)

Senior Research Associate, Research Programs

Cerny, Thomas

B.S., M.Ed. (1970-1974)

Assistant Director, Admissions

Chambers, Robert E.

B.S., M.S., Ph.D. (1967-)

Professor, Env. & Forest Biology

Chappelle, Daniel E.

B.S., M.F. (1961-1965)

Research Assistant, Forestry Economics

Chelz, Anthony W.

B.A.E., M.F.A. (1970-1974)

Instructor, Landscape Architecture

Christensen, Wallace

B.S.F., M.F., Ph.D. (1975-1977)

Adjunct Professor, Managerial Science & Policy

Christian, William M.

(1974-1981)

Technical Assistant, Maintenance & Operations

Christiansen, Neils B.

B.S., M.S. (1960-1982)

Senior Research Associate, Forestry

Clute, C. Peter

B.A., M.R.P. (1969-1977)

Assistant to the President

Cochran, Rolla W.

B.A., M.S. (1964-)

Assistant Professor of Forest Extension;

Public Relations Officer

Cody, Jack B.

B.S., M.F. (1968-1978)

Extension Specialist, Applied Forestry Research Institute

Coffey, John C.

B.S., Arch. (1982-)

Assistant Facilities Program Coordinator, Physical Plant

Colman, James M.
 B.A., M.A. (1973-1979)
 Assistant Director, Admissions

Comp, Ethel M.
 (1978-)
 Personnel Associate

Conti, Michael T.
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 B.S., M.S. (1968-1970)
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Harlow, William M.
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Harper, David B.
 B.S., M.R.P. (1972-1984)
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Harvey, Alan R.
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Hassett, James M.
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Hayner, David R.
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 M.Sc.F., M.F. (1927-1964)
 Professor, Silviculture;
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Heisler, Gordon M.
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 Adjunct Associate Professor, Forestry

Hennigan, Robert D.
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 Professor of Cellulose Chemistry;
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Professor, Forestry
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Librarian; Professor
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 Bursar, Business Office

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 B.S., M.S. (1964-)
 Associate Professor, Landscape Architecture

Marcham, Bruce
 B.S. (1985-)
 Facilities Engineer, Physical Plant

Marchessault, Robert H.
 B.S., Ph.D. (1961-1968)
 Professor, Physical and Polymer Chemistry

Mardon, Jasper
 B.A., M.A., Ph.D. (1982-)
 Adjunct Professor, Paper Science & Engineering

Mark, Richard E.
 B.S., M.F., D.F. (1970-)
 Senior Research Associate, ESPRI

Marlatt, Daniel L.
 A.A.S., B.S. (1968-1974)
 Forester, Huntington Forest

Marler, Raymond L.
 B.S. (1970-1981)
 Senior Research Associate Emeritus

Marquis, David A.
 B.S., M.S., Ph.D. (1979-)

Adjunct Professor, Forestry

Marshall, Robert L.

B.F.A., M.L.A. (1983-)

Assistant Professor, Landscape Architecture

Marsters, Allen D.

B.S., M.S. (1966-1978)

Technical Assistant, Forest Zoology

Martin II, Charles E.

B.S., M.F. (1962-)

Professor, Forest Technician Program

Martin, George C.

B.S., Ph.D. (1979-)

Adjunct Assistant Professor, Chemistry

Martin, Howard A.

B.A. (1968-1970)

Assistant Registrar

Marion, Joseph

Ph.D. (1983-)

Adjunct Professor, Paper Science & Engineering

Marion, Renata

M.S., Ph.D. (1957-)

Senior Research Associate Emeritus, ESPRI

Masters, Raymond D.

A.A.S. (1984-)

Technical Assistant, Newcomb Campus

Mattfeld, George F.

B.S., M.S., Ph.D. (1965-)

Adjunct Associate Professor, Env. & Forest Biology

May, Gwynne L.

(1973-)

Technical Assistant, Academic Computing

Maynard, Charles A.

B.S., M.S., Ph.D. (1980-)

Assistant Professor, Forestry

McCandless, Larry L.

(1972-1978)

Technical Specialist, Analytical & Technical Services

McClimans, Richard

B.S.C.E., P.E. (1977-)

Senior Research Associate, Forest Engineering

McCloskey, Michael C.

A.A.S., B.S. (1969-1979)
Assistant to the Vice President for Administration and Services

McDowell, Larry L.
B.S., Ph.D. (1964-1974)
Research Associate, Forest Botany & Pathology

McIntyre, Brian
B.S. (1980-1983)
Technical Specialist, Chemistry

McKenna, James P.
B.S., M.S. (1979-1981)
Assistant Professor, Wood Products Engineering

McKeon, John J.
(1969-)
Technical Specialist, Ultrastructure Studies

McLean, Donald G.
B.A. (1968-)
Programmer/Analyst, Academic Computing

McVicker, Andrew
(1946-1974)
Technical Specialist, Paper Science & Engineering

Mehen, Thomas O.
B.S. (1979-1981)
Executive Director, Syracuse Pulp & Paper Foundation and
Forestry Foundation

Mehra, Vineeta
B.S., M.L.A. (1979-1983)
Assistant Professor, Landscape Architecture

Mehrotra, Ajay K.
B.S., M.S. (1983-1984)
Research Assistant, Chemistry

Meyer, John A.
B.S., M.S., Ph.D. (1958-)
Associate Director Emeritus; Senior Research Associate and
Professor Emeritus

Meyer, Robert W.
B.S.F., M.F., Ph.D. (1979-)
Associate Professor, Wood Products Engineering
Director, Tropical Timber Information Center

Meyering, John R.
B.S., M.S. (1949-1963)
Assistant Professor, Forest Extension

Milavec, John E.

B.S., M.S. (1965-1966)
Assistant Director, Admissions

Miller, Anthony J.
A.A., B.S., B.L.A. (1983-)
Assistant Professor, Landscape Architecture

Miller, Charles R.
B.S., M.F., Ph.D. (1966-1971)
Assistant Professor, Forestry Economics

Miller, Howard C.
B.S., Ph.D. (1950-1982)
Professor and Extension Specialist Emeritus, Forest Entomology

Miller, Morton W.
B.A., M.S., Ph.D. (1982-)
Adjunct Associate Professor

Miller, Richard W.
B.S., M.S., (1966-)
Assistant Professor, Forest Technican Program

Minckler, Leon S.
B.S., Ph.D. (1970-1977)
Adjunct Professor, Silviculture and Forest Influences

Mitchell, Myron J.
B.A., Ph.D. (1975-)
Professor, Env. & Forest Biology

Moeller, George
B.S., M.S. (1968-1974)
Project Director, U.S. Forest Service Cooperative Research Unit

Mollitor Jr., Alfred V.
B.S. (1976-1981)
Technical Assistant, Env. & Forest Biology

Monteith, Douglas B.
B.S., M.S. (1977-)
Senior Research Associate, Forestry

Montgomery, Maurice
A.B., M.S. (1965-1966)
Assistant Librarian

Montgomery, Stephen
B.A., M.P.A. (1973-1979)
Director, Personnel

Moore, James O.
B.M.E. (1965-1974)
Manager, Computer Center

- Moore, Raymond A.
B.S.F., M.S. (1954-)
Associate Professor Emeritus, Wood Products Engineering
- Morgan, Stephen A.
A.A.S. (1976-1979)
Technical Assistant, Forest Technology
- Morris, Charlie D.
B.S., M.S., Ph.D. (1972-)
Adjunct Professor, Env. & Forest Biology
- Morris, Jacquelyn M.
A.B., M.S.L.S., (1972-1980)
Associate Librarian
- Morrison, Douglas A.
B.A., M.S., Ph.D., C.A.S. (1969-)
Research Associate, Forestry
- Morrison, John L.
B.S., M.A., Ph.D. (1946-1971)
Professor Emeritus, Forest Botany
- Muller-Schwarze, Dietland
Ph.D. (1973-)
Professor, Env. & Forest Biology
- Mulligan, Edward J.
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Technical Specialist, Analytical & Technical Services
- Mulligan, Robert
B.S. (1976-1980)
Technical Assistant, Env. & Forest Biology
- Muniak, Dennis C.
B.A., M.R.P. (1973-1977)
Instructor, Managerial Science and Policy
- Murphy, Richard T.
B.L.A., B.E.D., M.L.A. (1983-)
Adjunct Assistant Professor, Landscape Architecture
- Muth, C. Robert
B.A., M.L.S. (1970-1972)
Assistant Librarian
- Naito, Tsunekata
B.A.F., M.L.A. (1969-1972)
Assistant Professor, Landscape Architecture
- Nakas, James P.
B.S., M.S., Ph.D (1979-)
Associate Professor, Env. & Forest Biology

Nakatsugawa, Tsutomu
 B.Agric., M.S., Ph.D. (1968-)
 Professor, Env. & Forest Biology

Nappi, Anthony J.
 B.S., M.S., Ph.D. (1975-1983)
 Adjunct Associate Professor, Env. & Forest Biology

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Nettleton, Jr., Donald E.
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Newell, Linda
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Nieman, Thomas J.
 B.L.A., M.L.A., Ph.D. (1973-1978)
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Nissan, Alfred H.
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Nissen, Jr., Roger L.
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Palmer, David G.
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Palmer, Edward E.
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Palmer, Emiel D.
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Palmer, James F.
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Paloumpis, Andreas A.
 B.S., M.S., Ph.D. (1983-1985)
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Parks, Beverly B.
 B.S. (1979-1980)
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Parkinson Jr., Charles M.
 B.S., M.S. (1980-1983)
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Partain, Gerald L.
 B.S. (1965-1966)
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Patric, Earl F.
 B.S., M.S., Ph.D. (1952-1968)
 Professor, Forest Zoology

Patsis, Angelos V.
 B.S., M.S., Ph.D. (1979-)
 Adjunct Professor, Chemistry

Patterson, Bruce R.
 B.A. (1978-1983)
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Patwardhan, Bhalchandra
 B.S., M.S. (1979-1982)
 Research Associate, Biology, Chemistry & Ecology

Paulo, Thomas A.
 A.B., J.D., M.L.A., (1974-1982)
 Associate Professor, Landscape Architecture

Payne, Harrison H.
 B.S., M.Ed., Ed.D. (1964-)
 Vice President for Student Affairs
 Professor, Env. & Forest Biology

Pearson, James M.
 B.Sc., Ph.D. (1966-1969)
 Assistant Professor, Polymer Research

Pennington, R. Boyce
 B.A.Ed., M.A., Ph.D., M.S. (1981-1983)
 Administrative Assistant to the President

Pentoney, Richard E.
 B.S., M.S., Ph.D. (1953-1979)
 Vice President for Program Affairs Emeritus

Pepper, Timothy
 B.S. (1978-1980)
 Technical Assistant, Polymer Research Center

Perkins Jr., Richard W.
 A.B., M.S., Ph.D. (1958-1964)
 Assistant Professor, Wood Products Engineering

Pero, Richard W.
 B.S. (1980-1985)
 Technical Assistant, Paper Science & Engineering

Petraitis, Joseph J.
 B.S., M.A., M.L.S. (1969-1973)
 Assistant Librarian

Petriceks, Janis
 Magister Agri (1963-1964, 1969-)
 Professor, Forestry

Pirolla, Guy
 B.S. (1979-)
 Technical Specialist, Analytical & Technical Services

Piwinski, Dana J.
 B.S., M.S. (1982-1984)
 Technical Specialist, Forest Engineering

Plumley, Lucian P.

- B.S. (1936-1967)
Director Emeritus, Ranger School; Professor Emeritus, Forestry
- Policastro, John C.
A.A.S. (1978-1982)
Technical Assistant, Forest Technology
- Pollak, Patricia K. Baron
B.A., M.R.P., M.A., Ph.D. (1973-1981)
Associate Professor, Landscape Architecture
- Pontrell, Michael J.
B.S., M.A., Ph.D. (1965-1966)
Assistant Professor, Forest Zoology
- Poot, Jacobus B.
(1967-)
Technical Specialist, Analytical & Technical Services
- Porter, William F.
B.S., M.S., Ph.D. (1978-)
Associate Professor, Env. & Forest Biology
- Potteiger, Matther r.
B.S., M.L.A. (1984-)
Assistant Professor, Landscape Architecture
- Potter, Frederick S.
B.S. (1972-1974)
Technical Assistant, Chemistry
- Potter Jr., Shelley W.
B.S. (1956-1979)
Director Emeritus, Ranger School
Professor Emeritus, Forestry
- Potts, Donald
B.A., M.S., Ph.D. (1978-1983)
Adjunct Assistant Professor, Forestry
- Price, Edward O.
B.A., M.S., Ph.D. (1966-1977)
Associate Professor, Forest Zoology
- Prins, Willem
Ph.D. (1970-1974)
Adjunct Professor, Chemistry
- Putt, June E.
B.A., M.A. (1970-1974)
Assistant Registrar
- Ranby, Bengt G.
B.Sc., M.Sc., Ph.D. (1959-1962)
Professor of Pulp and Paper Technology,

Director, Empire State Paper Research Institute

Randall, David C.

B.S., Ph.D. (1972-1975)

Assistant Professor, Forest Botany and Pathology

Raymish, Robert B.

(1956-1983)

Assistant Director, Physical Plant Emeritus

Raynal, Dudley J.

B.S., Ph.D. (1974-)

Professor, Env. & Forest Biology

Reagan, Thomas B.

(1971-)

Television Engineer, Educational Communications

Reese, Anne L.

(1965-1968)

Programmer-Analyst, Computer Center

Reeves, John R.

B.S., M.S. (1966-1979)

Director, Financial Aid

Reichel, Bruce E.

B.S. (1974-)

Director, Physical Plant

Reimann, Robert G.

B.S. (1962-)

Professor, Landscape Architecture

Remele, Kermit E.

B.S., M.F. (1962-)

Associate Professor, Forest Technician Program

Richards, Norman A.

B.S., M.S., Ph.D. (1963-)

Professor, Forestry

Ringler, Neil H.

B.S., M.S., Ph.D. (1975-)

Associate Professor, Env. & Forest Biology

Ris, Howard

B.A., M.S. (1974-1977)

Research Assistant, Landscape Architecture

Robertson, John K.

B.S., M.B.A., M.S., Ph.D. (1978-1983)

Adjunct Professor, GPES

Robin, Paul

B.S., Ph.D. (1983-1985)
Adjunct Professor, Chemistry

Robison, Daniel J.
B.S. (1985-)
Technical Specialist, Forestry

Rogers, Walter E.
B.S., M.L.A. (1972-1973)
Assistant Professor, Landscape Architecture

Rogler, Donna K.
B.S.F. (1985-)
Technical Assistant, Forestry

Roman, John R.
B.S., Ph.D. (1977-1981)
Technical Specialist, Env. & Forest Biology

Rombough, Janet
B.A. (1978-1980)
Technical Assistant, Landscape Architecture

Ross, Roy D.
B.S. (1961-1962)
Instructor in Forest Management

Rossi, Katherine
B.A., M.S. (1966-1982)
Associate Librarian

Rothenberg, Samuel
B.S., M.S. (1946-)
Senior Research Associate, ESPRI

Rowntree, George
B.A., M.S. (1979-)
Administrative Manager, Pulp & Paper Foundation

Rowntree, Rowan A.
B.A., M.S., Ph.D. (1977-)
Adjunct Associate Professor, Forestry

Ruess, Diane E.
B.S., M.L.S. (1980-)
Assistant Librarian

Rumsey, Fay
(1961-1974)
Research Assistant, Forestry Economics

Saczynski, Thomas M.
B.S.C.E., M.S. (1985-)
Assistant Professor, Wood Products Engineering

Sage, Jr., Richard W.
 B.S., M.S. (1970-)
 Research Associate & Program Coordinator, Adirondack
 Ecological Center

Salon, Marlene
 A.B., M.L.A. (1977-1979)
 Assistant Professor, Landscape Architecture

Sammi, John C.
 B.S., M.F. (1929-1967)
 Professor, Forest Management

Sanders, Ralph A.
 B.A., M.S., Ph.D. (1979-)
 Director, Graduate Program in Environmental Science

Sarkanen, Kyosti V.
 B.Sc., M.S., Ph.D. (1957-1963)
 Associate Professor, Cellulose Research

Sarko, Anatole
 B.S., M.S., Ph.D. (1967-)
 Professor & Acting Chairman, Chemistry

Sarko, Peter
 A.B. (1980-1983)
 Technical Assistant, Paper Science & Engineering

Satterlund, Donald R.
 B.S.F., M.F., Ph.D. (1958-1964)
 Assistant Professor, Forest Influences

Satkowski, John A.
 B.S. (1964-1965)
 Instructor, Wood Products Engineering

Savichky, Walter J.
 A.A.S. (1974-1977)
 Technical Assistant, Forest Technology

Schaal, Herbert R.
 B.S. (1966-1970)
 Instructor, Landscape Architecture

Schachte, John H.
 B.S., M.S., Ph.D. (1980-)
 Adjunct Assistant Professor, Env. & Forest Biology

Schaedle, Michail
 B.S., M.S., Ph.D. (1965-)
 Professor, Env. & Forest Biology

Schiffhauer, Daniel E.
 B.S. (1979-1981)

Technical Assistant, Env. & Forest Biology

Schlindler, Steven C.

B.A., M.S. (1984-)

Technical Specialist, Env. & Forest Biology

Schuerch, Conrad

B.S., Ph.D. (1949-1983)

Distinguished Professor Emeritus, Forest Chemistry

Schultz, Karl E.

(1981-1984)

Technical Specialist, Analytical & Technical Services

Schwab, Richard A.

B.S. (1976-)

Director, Forest Properties

Scicchitano, Vincent

B.S. (1979-1982)

Adjunct Member, Employee Performance Evaluation Program

Scrudato, Ronald J.

B.S., M.S., Ph.D. (1980-)

Adjunct Professor, Env. Program Affairs

Sears, Bradford G.

B.S., M.S. (1941-1976)

Dean Emeritus, Professor Emeritus, Landscape Architecture

Setliff, Dorene L.

M.S., Ph.D. (1978-1980)

Technical Assistant, Env. & Forest Biology

Shafer Jr., Elwood L.

B.S., M.F. (1962-1977)

Adjunct Instructor, Institute of Environmental Program Affairs

Sharpe, Patrick E.

B.S. (1978-1985)

Technical Assistant, Paper Science & Engineering

Shaw III, Horace B.

A.B., M.S. (1984-)

Associate for Continuing Education

Shaw, Jeffrey

B.A., M.S. (1974-1977)

Technical Assistant, Paper Science & Engineering

Sheldon, William F.

B.A., M.S. (1974-1977)

Coordinator of Career Services

Shields, William

- A.B., M.S., Ph.D. (1979-)
Associate Professor, Env. & Forest Biology
- Shindo, Junko
B.S., M.S. (1982-1983)
Adjunct Research Assistant, Forestry
- Shirley, Hardy L.
B.A., Ph.D., D.A.F. (1945-1967)
Dean Emeritus; Professor Emeritus, Forestry
- Shirvani, Hamid
B.Arch., M.Arch., M.L.A., M.A., Ph.D. (1982-)
Associate Professor & Director of Graduate Studies,
Landscape Architecture
- Siau, John F.
B.S. (1963-1964) (1965) (1966-)
Professor Emeritus, Wood Products Engineering
- Sillman, Deborah Y.
B.S., M.S. (1982-1984)
Technical Specialist, Env. & Forest Biology
- Silverborg, Savel B.
B.S., Ph.D. (1947-1977)
Professor Emeritus, Forest Pathology
- Silverstein, Robert M.
B.S., M.S., Ph.D. (1969-)
Professor, Chemistry
- Simeone, John B.
B.S., M.F., Ph.D. (1948-1983)
Professor Emeritus, Forest Entomology
- Skaar, Christen
B.S., M.S., Ph.D. (1946-1948, 1949-1976)
Professor Emeritus, Wood Products Engineering
- Sloan, Ronald J.
B.S., Ph.D. (1973-1980)
Research Associate, Env. & Forest Biology
- Slocum, Thomas O.
B.S., M.S. (1977-)
Director, Counseling
- Smardon, Richard C.
B.S., M.L.A., Ph.D. (1979-)
Senior Research Associate, Landscape Architecture
- Smid, Johannes
B.Sc., M.Sc., Ph.D. (1956-1957; 1960-)
Professor, Chemistry

Smith, Francis W.
 B.S., M.S., Ph.D. (1976-1979)
 Assistant Professor, Env. & Forest Biology

Smith, Gerald H.
 B.S., M.B.A. (1946-1979)
 Professor Emeritus, Wood Products Engineering

Smith, Jeri Lynn
 B.A. (1977-)
 Editorial Associate, Public Relations

Smith, Jr., Kenneth J.
 B.A., M.A., Ph.D. (1968-)
 Professor, Chemistry

Smith, Leonard A.
 B.S. Ch.E., M.S. Ch.E. (1964-)
 Research Associate, Wood Products Engineering

Smith, Robert P.
 B.S. (1969-1980)
 Technical Specialist, Env. & Forest Biology

Snow, Colleen
 B.A. (1980-)
 Technical Assistant, Forestry

Snyder, Cynthia L.
 A.O.S. (1983-)
 Programmer/Analyst, Administrative Computing

Snyder, George A.
 (1970-)
 Technical Specialist, Educational Communications

Sobotka, Dona C.
 (1981-1983)
 Assistant for Sponsored Programs

Soderberg, David J.
 B.A., B.S. (1979-)
 Director, Administrative Computing

Solan, Francis M.
 A.A.S. (1974-1982)
 Technical Assistant, Forestry

Sondheimer, Ernest
 B.Sc., Ph.D. (1957-1975)
 Professor, Chemistry

Sondheimer, Susan J.
 B.A. (1975-1977)

Research Assistant, Chemistry

Speer, Brian M.

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Research Associate, Chemistry

Stacey, James

B.A. (1976-1978)
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Stairs, Gerald R.

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Stanton, Bruce T.

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Starwood, Karen A.

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Stauffer, George H.

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Sterbenz, John J.

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Stirling, Janet A.
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Stout, Neil J.
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Sugatt, Richard H.
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Sutton, Vivian R.
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Szemkow, Paul
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Szwarc, Michael M.
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 B.Mus., M.A. (1965-1967)
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Thompson, Gordon S.
 B.S. (1961-1965)
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Thompson, Roger C.
 B.S., M.S. (1957-1966)
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Thorpe, James L.
 B.S., M.S. (1965-)
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Thurman, Gail
 A.A.S. (1976-1978)
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Tierson, William C.
 B.S. (1949-1983)
 Director, Wildlife Research Emeritus

Timell, Tore E.
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